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ABSTRACT

A mail survey was conducted in February 1989 of trainees who had completed the Massachusetts Chapter 74, five-course, 18-credit vocational-technical teacher training program in its revised and competency-based format. The survey was designed to assess trainees' satisfaction with the training program, to determine their perceptions of how well the courses prepared them for teaching, and to identify factors related to trainees' satisfaction. A total of 160 (66 percent) trainees to whom surveys were mailed returned completed surveys, and more than half of the respondents provided written comments. Trainees were most satisfied with these features of the program: instructors' willingness to help trainees, amount of time allowed to complete all five courses, instructors' knowledge of course material, methods used for evaluating trainees' performance, instructors' teaching skills, and number of courses required. Trainees were least satisfied with these four program features: competency-based education approach, course materials, how completely topics were covered, and course assignments and activities. Fewer than half of the trainees preferred competency-based education. Students indicated that the program had best prepared them for about half of the teaching activities described. Factors found to be significantly related to trainees' assessment of the teacher training program included school where the courses were completed, gender, highest educational level, vocational program area the trainee teaches, number of years of nonteaching work experience in the vocational program area, and preference for competency-based education. (The survey form, statistical results, and written comments are included.) (KC)

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Teacher Trainees' Assessment of the Chapter 74 Vocational Teacher Training Program

November, 1989

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Executive Summary

Massachusetts requires vocational instructors to complete a 5-course, 18-credit teacher training program as part of the process for receiving full state approval as a vocational teacher in a state-approved Chapter 74 vocational program. This *Chapter 74 Vocational Teacher Training Program* is offered by three colleges and universities across the state; Fitchburg State College, University of Massachusetts at Boston, and Westfield State College.

Beginning in 1985, the Division of Occupational Education required these teacher training institutions to offer the courses as competency based education (CBE). The institutions were provided detailed course outlines for each of the five courses which identified those competencies that vocational instructors should attain.

Survey of Vocational Teacher Trainees

In February, 1989, the Division of Occupational Education conducted a mail survey of vocational teacher trainees who had completed the Chapter 74 Vocational Teacher Training Program in its competency-based education (CBE) format. The survey was designed to: (a) assess trainees' satisfaction with features of the training program, including its CBE format; (b) determine trainees' perceptions of how well the courses prepared them for the many aspects of teaching; and (c) identify factors (such as characteristics of trainees) that are related to trainees' satisfaction with and assessment of the teacher training program.

A total of 160 (or 66%) of the trainees to whom surveys were mailed returned completed surveys. In addition, over half of these respondents provided written comments.

Overall Results

Satisfaction With Program Features. Trainees used a three-point scale (*very satisfied, somewhat satisfied, not at all satisfied*) to rate their satisfaction with 14 features of the Chapter 74 Vocational Teacher Training Program. The features with which trainees were

most satisfied (that is, those features that received the highest average ratings) were:

- instructors' willingness to help trainees
- amount of time allowed (3 years) to complete all five courses
- instructors' knowledge of course material
- methods used for evaluating trainees' performance
- instructors' skill in presenting courses
- number of course required

Trainees were *least satisfied* with these four program features:

- competency-based education approach
- course materials used
- how completely topics were covered
- course assignments and activities

In addition, trainees' written comments revealed that many trainees believed that the course lacked realism and that course materials were outdated.

Preference for Competency-Based Education (CBE). Trainees were asked to compare the competency-based education approach used in the teacher training program with the more traditional education approach used in other courses they have taken, and to indicate whether they prefer CBE, prefer a traditional education approach, or have no preference.

Less than half (45%) of the trainees prefer CBE, 27% prefer the traditional approach, and 28% have no preference. Some trainees indicated that their teacher training courses were **not** taught using a CBE approach. This finding raises questions about how well the courses were actually implemented as competency-based education.

How Well Courses Prepared Trainees. Trainees used a three-point scale (*very well prepared, somewhat prepared, not at all prepared*) to rate how well the teacher training program prepared them for 30 aspects of teaching. These aspects of teaching were drawn from the course outlines for the five courses.

The aspects of teaching for which trainees indicated that they were *best prepared* (that is, those aspects with the highest average ratings

across trainees) were:

- understanding the history of vocational education
- knowing the federal, state, and local funding sources for vocational education
- knowing the main points of laws that affect vocational education
- using curriculum resources, such as the Massachusetts Vocational Curriculum Resource Center
- developing lesson plans
- using the lecture method
- selecting and preparing instructional materials
- presenting information to students
- knowing and following school policies

The 13 aspects of teaching for which trainees were *least prepared* were:

- managing shop safety
- maintaining student discipline
- setting up and maintaining student records
- organizing the shop layout
- managing a vocational curriculum
- coordinating shop curriculum with academic and related instruction
- understanding adolescent behavior and how it relates to student learning
- planning instruction to meet individual student needs
- using team teaching
- using computer-assisted instruction
- using the field trip method
- using the inquiry method
- implementing the state's Competency-Based Vocational Education (CBVE) curricula in the vocational programs they teach

Trainees' written comments reinforced their ratings of preparedness. Many trainees stated that they were not well-prepared for: maintaining discipline in the classroom, understanding adolescent behavior, planning instruction to meet the needs of special needs students, and implementing CBVE.

Overall Evaluation of Five Courses. Trainees used a five-point scale (*very good, good, average, poor, very poor*) to characterize their overall evaluation of each of the five courses: Fundamentals of Vocational Education, Management of the Vocational Environment, Curriculum Development in Occupational Education, Teaching Methods in Vocational Education, and Supervised Teaching.

All five courses received an average rating of *good*, but trainees used the full range of ratings from *very good* to *very poor*. Many trainees wrote comments that indicated why they were satisfied or dissatisfied with each of the courses.

Factors Related to Trainees' Assessment of the Chapter 74 Teacher Training Program

Six factors were found to be significantly related to trainees' assessment of the teacher training program: school where the courses were completed, gender, highest educational level, vocational program area the trainees teaches, number of years of non-teaching work experience in the vocational program area, and preference for competency-based education.

- Trainees who completed their course work at University of Massachusetts at Boston were significantly more satisfied than trainees who completed their course work at Fitchburg State College with 6 of the 14 program features: amount of time allowed to complete courses, course materials used, types of topics covered, how completely topics were covered, methods used for evaluating trainees' performance, and instructors' knowledge of the course material.

Trainees at University of Massachusetts also gave significantly higher ratings to how well the course prepared them than did trainees at Fitchburg State for six aspects of teaching: organizing the shop layout, preparing instructional materials, presenting information to students, developing teacher-made tests, understanding adolescent behavior, and implementing the state's Competency-Based Vocational Education (CBVE) curricula.

- Males were significantly more satisfied than females were with 3 program features: number of courses required, how completely topics were covered, and instructors' knowledge of course material.

Males rated how well the courses prepared them significantly higher than females did for 5 aspects of teaching: developing a new vocational curriculum, modifying an existing curriculum, preparing instructional materials, developing teacher-made tests, and using the lecture method.

Males also gave significantly higher overall evaluations for 2 of the 5 courses: Management of the Vocational Environment and Curriculum Development in Occupational Education.

- Trainees with less formal education (high school diploma or GED) were significantly more satisfied than trainees with more formal education (A.A., B.A., or M.A.) with 6 program features: times and dates courses were scheduled, amount of work involved in courses, types of topics covered, methods used for evaluating trainees' performance, instructors' knowledge of course material, and instructors' skill in presenting courses.

Trainees with less formal education gave significantly higher ratings to how well the courses prepared them for only two aspects of teaching: developing lesson plans and preparing instructional materials.

- Trainees who teach Allied Health vocational programs were significantly less satisfied than trainees who teach other vocational program areas with 3 program features: number of courses required, types of topics covered, and competency-based education approach used.

Trainees who teach Allied Health programs also gave significantly lower ratings to how well the courses prepared them for 4 aspects of teaching: organizing the shop layout, developing a new curriculum, modifying an existing curriculum, and preparing instructional materials.

- Trainees with relatively more years of non-teaching work experience were significantly more satisfied than trainees with relatively fewer years of work experience with 7 of the 14 program features: course materials, course assignments and activities, competency-based education approach, methods for evaluating trainees' performance, instructors' knowledge of course material, instructors' skill in presenting courses, and instructors' willingness to help trainees.

Trainees with relatively more years of non-teaching work experience also gave significantly higher ratings to their preparedness for 9

aspects of teaching: managing shop safety, preparing instructional material, presenting information to students, developing teacher-made tests, knowing and following school policies, using the project method, using the group discussion method, using team teaching, and using the inquiry method.

- Trainees who prefer the competency-based education approach were significantly more satisfied than trainees who prefer a traditional education approach with almost all program features. Trainees who prefer CBE also gave significantly higher ratings to how well the courses prepared them for almost half of the aspects included in the survey; they also gave significantly higher overall evaluations to three of the five courses.

Issues Raised by the Survey

Many trainees were very satisfied with the Chapter 74 Vocational Teacher Training Program and believe that the program did a very good job of preparing them for the enterprise of teaching. However, the survey results and trainees' comments did raise five issues which might be addressed in order to strengthen the vocational teacher training program.

- Not all courses were presented as competency-based education.
- Not all course topics were well-covered.
- Some of the courses may lack "realism;" some course materials are outdated.
- Trainees' assessment of the teacher training program differed significantly depending on the teacher training institution where they completed their course work.
- Certain types of trainees were more satisfied with the training program and gave significantly higher ratings to how well the courses prepared them.

Recommendations to Improve Vocational-Technical Teacher Training

Staff in the Division of Occupational Education reviewed the results of this survey and identified eight recommendations for improving the Chapter 74 Vocational Teacher Training Program.

1. Increase the number of required credits from eighteen (18) to thirty-six (36) to allow for achievement of needed competencies.

2. Change sequence of courses so that the Fundamentals of Vocational Education course is taken last and some form of Supervised Teaching is first.

3. Establish a system to more effectively demonstrate that student teachers have actually mastered the required competencies.

4. Create a train-the-trainer institute to prepare teacher trainers in modern teaching and learning strategies.

5. Appoint only "model" vocational-technical teachers or coordinators who have daily classroom or shop contact with vocational-technical subject teachers to the position of teacher trainer.

6. Create case studies of actual classroom and shop experiences in print and on videotape and share these products with teacher trainers.

7. Require that the teacher training courses be presented in competency based education mode and with an emphasis on (a) predominant learning styles such as visual and haptic (hands-on) and (b) predominant workplace requirements that should be modeled in every classroom, such as learning through problem solving and working (learning) in teams.

8. Ensure that evaluation forms for individual courses are sent from the college to the enrollees with no contact by the teacher trainer.

Introduction

This report summarizes the results of a survey of vocational teacher trainees who have completed the Chapter 74 Vocational Teacher Training Program in its competency-based education format.

This survey is only one component of a series of evaluation activities undertaken by the Division of Occupational Education to identify ways improve the recruitment, training, professional development, and retention of vocational education instructors.

Background

In 1971, the Office of Professional Development was created in the Division of Occupational Education and was given the responsibility of coordinating the training, professional development, and credentialing or approval of vocational instructors.

The Vocational Teacher Approval Process

Vocational instructors usually enter the teaching profession from the occupations, and generally have little or no prior teaching experience. Currently, the teacher approval process is governed by the Chapter 74 Regulations, which specify the requirements for vocational instructional personnel in terms of educational degree requirements, years of work experience in the vocational area, and licensure.

For *provisional approval*, the following requirements must be met. For instructors in the technical and trade and industry subjects, a minimum of six years of recent full-time work experience in the specific occupation is required. Applicants for instructor approval in these fields must also pass both a written and a performance examination in their occupational area.

Vocational teacher applicants in other fields of study (such as agriculture, allied health, distributive education, and occupational home economics) generally must possess a bachelor's degree, specific credits in the occupational area, and a minimum of three years of

recent full-time work experience in the occupation.

Licensure appropriate to the occupation is also required of applicants in certain fields, such as electrical and plumbing.

Once an applicant has obtained *provisional approval*, he or she may begin teaching in a vocational program. However, for *full approval*, the applicant must complete the 18 credits of the Chapter 74 Vocational Teacher Training Program within three years of the date of provisional approval.

Trainees who have satisfied all requirements for *full approval* must continue to participate in professional development activities. **There are no lifetime teaching certificates in vocational education in Massachusetts.** Every two year period, instructor approval must be maintained with the completion of appropriate professional improvement, which might include participation in the annual Professional Development Conference sponsored by the Division of Occupational Education, further work experience in the occupational area the vocational instructor teaches, or training in advanced methods of teaching.

The Chapter 74 Vocational Teacher Training Program

The Chapter 74 Vocational Teacher Training Program is a 5-course, 18-credit program in which the courses are typically offered in the following sequence:

- Fundamentals of Vocational Education (3 credits)
- Management of the Vocational Environment (3 credits)
- Curriculum Development on Occupational Education (3 credits)
- Teaching Methods in Vocational Education (6 credits)
- Supervised Teaching (3 credits)

Most of the vocational teacher trainees who participate in the teacher training program are already teaching in vocational programs when they begin the training.

The Division of Occupational Education has approved three institutions to offer these courses under the auspices of their adult, vocational, and/or continuing education offices: Fitchburg State College, University of Massachusetts at Boston, and Westfield State College.

These institutions often offer the courses at locations other than their campuses, such as at vocational-technical schools.

Every three years, the three teacher training institutions must undergo a formal approval process, and must agree to follow guidelines established by the Division of Occupational Education about the curriculum and content of the courses. Course instructors are selected by the institutions and must demonstrate that they are well-versed in vocational-technical education issues.

Transition to Competency-Based Education

In 1983, in response to concerns that the Chapter 74 Vocational Teacher Training Program was not addressing the competencies that vocational teachers need in order to be effective teachers, the Office of Professional Development collaborated with the teacher training institutions on a study designed to identify the competencies needed by vocational instructors.

The results of the study were used by the Division of Occupational Education to create detailed course outlines for each of the five courses which specified the competencies vocational teacher trainees must attain. Beginning in 1985, the three teacher training institutions were required to use these course outlines and to teach the courses using a competency-based education (CBE) approach. The courses were to emphasize each trainee's mastery of the specific competencies, and trainees were to be advised beforehand of the criteria that would be used to measure their mastery of each competency.

Although the teacher training institutions were required to follow the course outlines, they were free to choose course materials and course activities. Since 1985, representatives from these institutions and staff of the Office of Professional Development have met to update the course outlines and to discuss issues related to implementing CBE.

Purpose of the Survey

The vocational teacher survey was designed to serve three purposes:

- to assess teacher trainees' satisfaction with features of the Chapter 74 Vocational Teacher Training Program, including its competency-based education format,
- to determine trainees' perceptions of how well the courses prepared them for the many tasks involved in teaching and their overall evaluation of each of the five courses, and
- to discover factors (such as characteristics of the trainees and schools where the courses are offered) that are related to trainees' satisfaction with and evaluation of the program.

This study focused on teacher trainees' *attitudes* and *perceptions* and therefore did not attempt to examine other indices of the effectiveness of the teacher training program, such as observed changes in the trainees' teaching performance or the effects of this trained teacher behavior on student achievement. Similarly, this study did not examine evidence (other than trainees' perceptions) about how the teacher training program was actually implemented by the three teacher training institutions.

Survey Questions

The development of the Vocational Teacher Survey involved a review of the information the Division of Occupational Education distributes to teacher trainees about the training program, discussions with Division staff, and an analysis of the course outlines for the five courses. Drafts of the survey underwent extensive internal review by members of the Division of Occupational Education. The final version of the survey (see Appendix A) contains six major grouping of items.

Background Characteristics

Trainees were asked to indicate the following:

- Gender
- Highest educational level
- Number of years of non-teaching work experience
- Vocational program area the trainee teaches
- Institution where each of the five courses was completed

These background characteristics served two purposes: (a) to characterize the sample of trainees who responded to the survey, and (b) to identify which characteristics of trainees are related to trainees' satisfaction with the teacher training program.

Satisfaction with Program Features

Trainees used a three-point scale (*very satisfied*, *somewhat satisfied*, *not at all satisfied*) to rate 14 program features.

- **Structure of the Program.** Four items asked trainees how satisfied they were with the information the Department of Education provided about the courses, the number of courses required, the amount of time allowed to complete all five courses, and the times and dates that courses were scheduled.

- **Content and Operation of the Courses.** Seven questions sought information about trainees' satisfaction with the course materials used, course assignments and activities, amount of work involved in courses, types of topics covered, how completely topics were covered, the competency-based education (CBE) approach used, and the methods for evaluating trainees' performance.

- **Quality of Instructors.** Three questions asked trainees to characterize their satisfaction with the instructors of the Chapter 74 Vocational Teacher Training Program, specifically instructors' knowledge of course material, instructors' skill in presenting courses, and instructors' availability and willingness to help trainees.

The 14 questions dealing with trainees' satisfaction with program features were analyzed individually. In addition, a satisfaction com-

posite ("overall satisfaction") was computed for each trainee as the average of his or her responses to the 14 questions.

Preference for Competency-Based Education

Trainees were asked to compare the competency-based education approach used in the Chapter 74 Vocational Teacher Training Program with the traditional approach used in other courses they have taken in high school or college, and to indicate whether they prefer the CBE approach, prefer the traditional approach, or have no preference. Trainees' reasons for their preference were also elicited.

The percentage of trainees indicating each type of preference were tabulated. In addition, whether a trainee prefers CBE or traditional education was treated as one of the factors that was analyzed to determine its relationship to trainees' satisfaction and evaluation of the training program.

How Well Courses Prepared Trainees

Trainees used a three-point scale (*very well prepared*, *somewhat prepared*, *not at all prepared*) to rate how well the courses prepared them for several tasks involved in teaching vocational-technical students. The 30 aspects of teaching included in this section of the survey were drawn from the course outlines for the five courses. These course outlines, which are prepared the Division of Occupational Education, identify the topics that should have been covered at all three teacher training institutions.

- **Preparedness in Fundamentals of Vocational Education.** Four questions dealt with trainees preparation in understanding the history of vocational education, laws governing vocational education, and funding sources for vocational education.

- **Preparedness in Management of the Vocational Environment.** Four questions asked trainees about the adequacy of their preparation for organizing the shop layout, maintaining student discipline, setting up and maintaining student records, and managing shop safety.

- **Preparedness in Curriculum Development.** The many elements involved in developing and managing a vocational curriculum were covered by six questions, including using a program advisory committee, using curriculum resources, developing a new curriculum, modifying an existing curriculum, coordinating shop curriculum with academic and related instruction, and managing a vocational curriculum.

- **Preparedness in Teaching Methods.** Sixteen questions addressed several aspects of teaching that should have been covered in the Teaching Methods and Supervised Teaching courses. These aspects included developing lesson plans, preparing instructional materials, presenting information to students, developing teacher-made tests, understanding adolescent behavior, individualizing instruction, implementing a variety of teaching models ranging from the lecture method to computer-assisted instruction, and implementing Competency-Based Vocational Education (CBVE).

Overall Evaluation of Five Courses

Trainees used a five-point scale (*very good, good, average, poor, very poor*) to provide an overall evaluation of each of the five courses in the Chapter 74 Vocational Teacher Training Program:

- Fundamentals of Vocational Education
- Management of the Vocational Environment
- Curriculum Development in Occupational Education
- Teaching Methods in Vocational Education
- Supervised Teaching

Comments

Trainees were invited to use 1 1/2 blank pages included in the survey for comments about the Chapter 74 Vocational Teacher Training Program or the vocational teacher approval process.

Sample

The survey was targeted to all vocational teacher trainees who have completed the Chapter 74 Vocational Teacher Training Program in its present competency-based education format. The three teacher training institutions that are approved by the Division of Occupational Education to offer the program (Fitchburg State College, Westfield State College, and University of Massachusetts at Boston) provided the names and addresses of trainees who completed the program during the 1987-88 school year or who were scheduled to complete the program by Spring of the 1988-89 school year, that is, all trainees who were likely to have experienced all five courses as competency-based.

A total of 242 trainees were identified. Surveys were mailed to all 242 trainees, along with a cover letter from Dr. David Cronin, Associate Commissioner of the Division of Occupational Education, which described the purpose of the survey and assured trainees that their anonymity would be protected. A follow-up letter was sent two weeks later to all 242 trainees. This letter reminded trainees to complete and return their survey if they had not already done so.

Completed surveys were returned by 160 or 66% of the trainees; 156 of these surveys were received in time to be included in the analyses. Table 1 and Figure 1 summarize characteristics of the trainees who returned surveys. (Information on most of these characteristics was not available for all trainees to whom surveys were sent. An analysis of the representativeness of the sample of trainees who responded could be made on the basis of only one of these background characteristics (gender). Males constituted 71% of the population of trainees and 77% of the sample of trainees who responded to the survey.)

As shown in Figure 1, almost half (44%) of the respondents have only a high school education; over three-fourths (77%) are males; almost half (48%) have more than 16 years of non-teaching work experience in their vocational field; and over two-thirds teach vocational programs in the trade and technical areas (automotive, construction, industrial manufacturing, and technical).

Table 1

Characteristics of the Sample of Teacher Trainees Who Reponded to the Survey

Characteristic	*Overall*	*Fitchburg State*	*Univ. Mass., Boston*	*Westfield State*
Gender				
Female	23%	25%	21%	22%
Male	77%	75%	79%	78%
Highest Educational Level				
High School or GED	44%	36%	54%	41%
Assoc. Degree/Certficate	30%	36%	22%	33%
B.A./B.S. or M.A./M.S.	26%	28%	24%	26%
Number of Years of Work Experience (Non-Teaching) in Vocational Area				
1 - 5 Years	5%	2%	5%	15%
6 - 10 Years	24%	23%	25%	22%
11 - 15 Years	23%	28%	19%	22%
16 - 20 Years	20%	21%	19%	19%
21 - 25 Years	16%	16%	20%	4%
26 or More Years	12%	10%	12%	18%

Note. Number of respondents: Overall = 156; Fitchburg = 62; Univ Mass = 67; Westfield = 27.

Table 1 (continued)

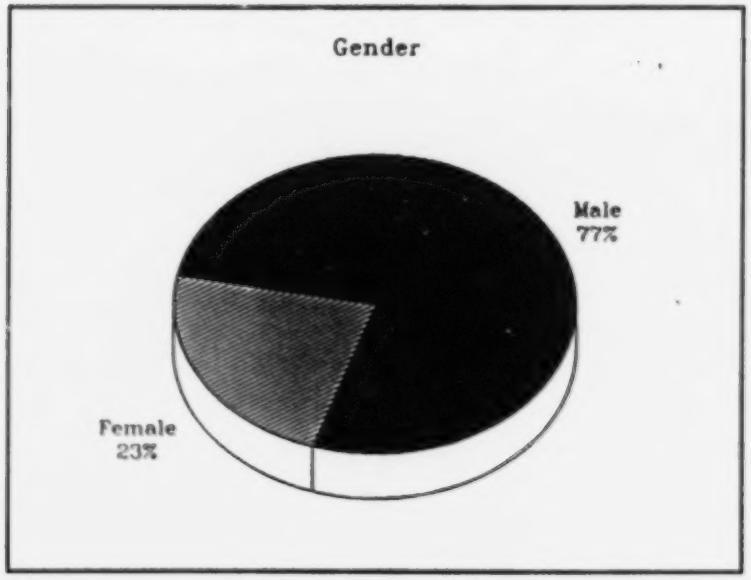
Characteristics of the Sample of Teacher Trainees Who Reponded to the Survey

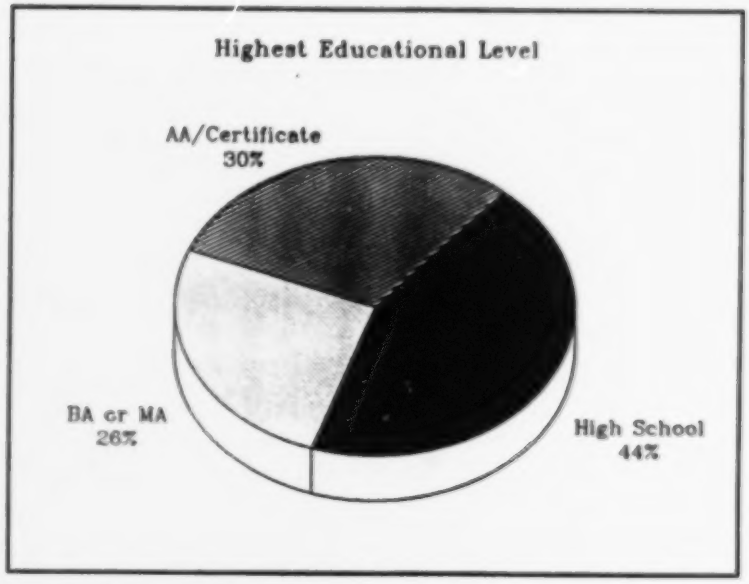
Characteristic	*Overall*	*Fitchburg State*	*Univ. Mass., Boston*	*Westfield State*
Vocational Program Area Taught [(a)]				
Allied Health	9%	10%	8%	12%
Automotive	11%	8%	12%	15%
Construction	27%	28%	30%	15%
Industrial Manufacturing	13%	11%	12%	19%
Marketing	20%	25%	17%	19%
Service Occupations	5%	5%	4%	4%
Technical	15%	13%	17%	16%

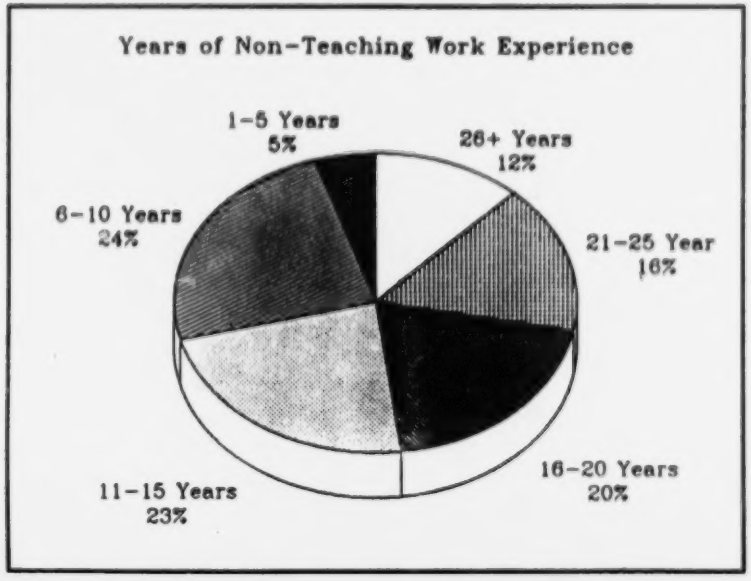
Notes. Number of respondents: Overall = 153; Fitchburg = 61; Univ Mass = 66; Westfield = 26.
(a) Respondents reported teaching 25 different vocational program areas; these 25 programs were collapsed into the major program categories identified in Chapter 731.

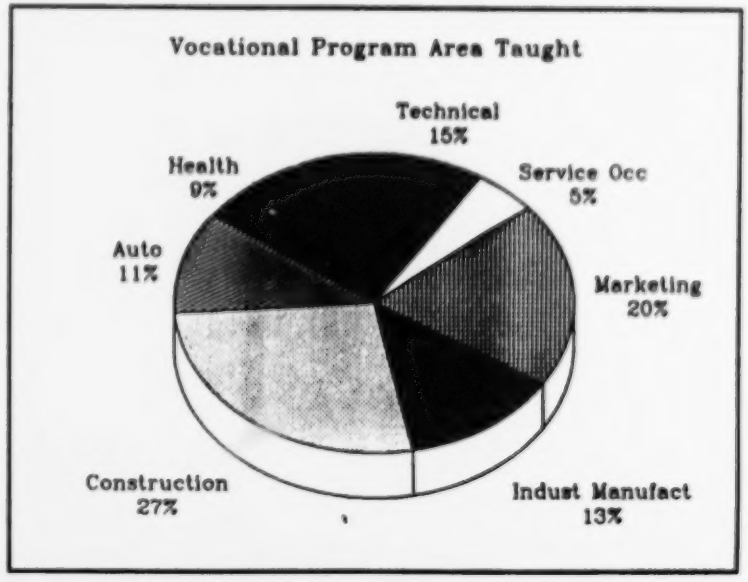
Figure 1

Characteristics of Survey Respondents









Overall Results

This section summarizes results of the survey for all 256 trainees whose surveys were returned in time to be included in the analyses. This summary is based on several types of descriptive information :

- percentage of respondents giving each response (rating) for each question (see Appendix B)
- average ratings across trainees for each question
- average values for "composites" computed for groups of items
- written comments provided by trainees (see Appendix C).

Results are reported by these main categories in the survey: Satisfaction with Program Features; Preference for Competency-Based Education, How Well Courses Prepared Trainees, and Overall Evaluation of Five courses.

Satisfaction With Program Features

Teacher trainees used a three-point scale (*very satisfied, somewhat satisfied, not at all satisfied*) to rate 14 program features. Figure 2 depicts trainees' "overall satisfaction," a composite of these 14 program features. Figure 3 lists those program features with which trainees were most and least satisfied, that is, those features with relatively high and relatively low average ratings.

Satisfacti[illegible]: Structure of the Program.

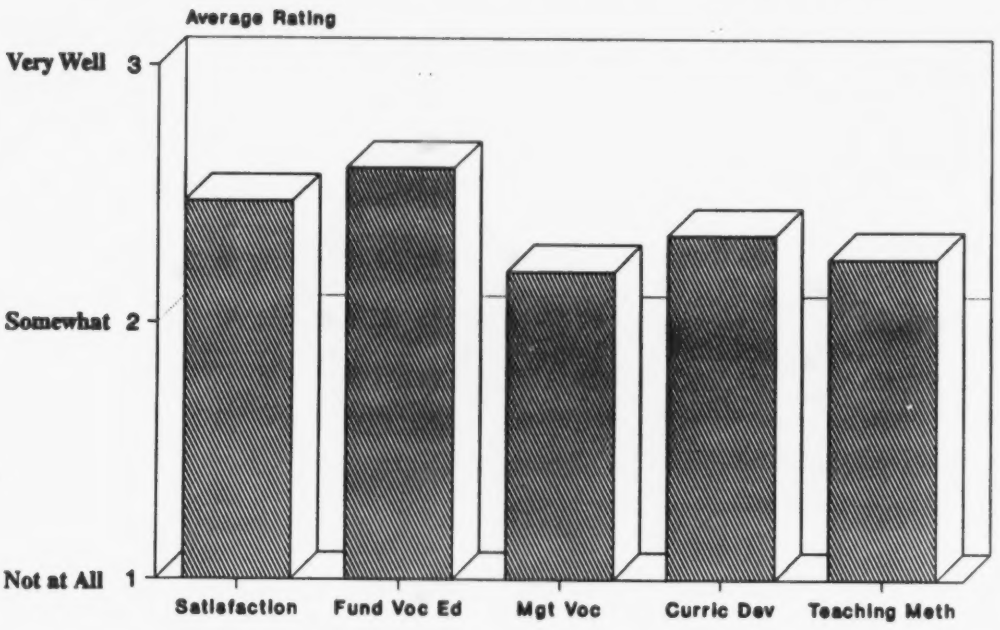
Approximately half or more of the trainees were very satisfied with these four features.

- Over three-fourths (76%) of the trainees were *very satisfied* with the amount of time (3 years) allowed to complete the 5 courses.

- Almost three-fifths (58%) were *very satisfied* with the times and dates that courses were scheduled, but 8% were *not at all satisfied*. Convenient scheduling is particularly important for

Figure 2

Trainees' Satisfaction & Preparedness



Dimension of Program	*Overall*
Satisfaction with Program Features [a]	**2.47**
How Well Courses Prepared Trainees in Aspects of: [b]	
Fundamentals of Vocational Education	**2.60**
Management of the Vocational Environment	**2.20**
Curriculum Development	**2.34**
Teaching Methods	**2.25**

Notes. Number of respondents: Overall = 153.

(a) Satisfaction composite based on 14 questions in the survey.

(b) Preparedness composites based on: 4 questions for Fundamentals of Voc Educ; 4 for Management of the Voc Environment; 6 for Curriculum Development; 16 for Teaching Methods.

Figure 3

Satisfaction with Program Features

Most Satisfied with:

- Instructors' willingness to help trainees
- Amount of time allowed to complete all 5 courses
- Instructors' knowledge of course material
- Methods used for evaluating trainees' performance
- Instructors' skill in presenting courses
- Number of courses required

Least Satisfied with:

- Competency-based education approach used
- Course materials used
- How completely topics were covered
- Course assignments and activities

vocational teacher trainees because many are already working full-time teaching in vocational programs when they begin the teacher training program; some trainees are still working full-time in industry when they participate in the training program.

Trainees' comments about scheduling were mixed. For example, on respondent noted, *"Every effort was made to meet our needs in regard to class meeting times and locations. The teachers and administrators realized our logistical problems and worked with us."*

In contrast, one trainee commented, *"Cancellations were a problem"* and another trainee stated, *"Some instructors treated the courses and students as if we owed them, and set up inflexible course schedules (labs, meeting times, and dates) to suit themselves."* Another respondent observed that *"not having classes at sites advertised and not finding out until you show up for the first class"* was a *"major disappointment."*

- Over half (57%) of the trainees were *very satisfied* with the number of courses required, 37 % were *somewhat satisfied*, and 6% were *not at all satisfied*.

Some respondents commented on the number of required courses, but there was no consensus about whether the number of courses should be increased or decreased. One trainee suggested condensing the program into two 6-credit courses, whereas another trainee suggested that the teacher training program is a good start, but too short to effectively prepare trainees for today's high school students. One training recommended increasing the 18 credits to 30 because *"five courses, although superb in content, is not enough..."* Another respondent agreed that *"five courses are not enough to prepare an individual for a position in vocational education."*

- Almost half (49%) of the respondents were *very satisfied* with the information the Division of Occupational Education provided them about the training program, but 42% were only *somewhat satisfied*, and 8% were *not at all satisfied*. Unfortunately, no trainees wrote comments about this program feature; such comments might have helped identify the types of information trainees believe they should be receiving and are not.

Satisfaction: Content and Operation of the Courses

Trainees' satisfaction with these program features was mixed.

- Over half (57%) of the trainees were *very satisfied* with the methods used for evaluating their performance and determining course grades.

- Only 42% of the respondents were *very satisfied* with the course materials used; 11% reported that they were *not at all satisfied*.

A frequent complaint found in trainees' comments was that course materials were outdated. One trainee noted that some materials used in the Teaching Methods course were from 1968; another trainee claimed that *"some material was pre World War II."* A few trainees expressed concern that the use of outdated materials might hinder their teaching performance.

- Less than half of the respondents were *very satisfied* with three other features: amount of work involved in courses (42%), types of topics covered (48%), and how completely topics were covered (40%).

Several trainees provided comments about the content and operation of the courses that cut across many of these course content features. Three major themes emerged from these comments:

- the courses lacked "realism,"
- the teacher training program should include more "hands-on" training, and
- the sequence of courses should be changed.

Several trainees expressed frustration at what they perceived as a lack of realism in the training program; many argued that the training did not prepare them for the types of students and situations they actually encounter in their teaching. The following comments illustrate these concerns.

"The course is based on the old days of Voc Ed when it meant something to go and to graduate from a Voc high school. Unfortunately, today's students are much different...There should be more on dealing with the voc student of the eighties and nineties."

"Felt some of the teachers were unrealistic to what is happening in classrooms today. Ideas were ideal but not very realistic."

"The classes geared teaching to cooperative, serious students who we all know are few and far between."

"The courses are not real life. I had to learn how to do my job, not through the required courses, but through classroom and shop experiences."

"A lot of the class was theoretical, but what we teachers need is hard, cold facts and help in how it all works in real life, not books."

"Your teaching methods are designed for a perfect class of voc students. Wake Up! They do not exist!!"

"I expected the program to actually prepare me to teach...The program should deal with actual teaching on a more realistic level."

"Much of it seems 'old-fashioned' and doesn't seem to be dealing with 'current' problems and situations we face in today's classroom."

Some trainees suggested that the training program should include more "hands-on" training and place less emphasis on theory.

"A lot of work was devoted to paperwork and listening to a lecture. I would of liked more actual training ('hands on')."

"More knowledge of how to teach, develop lessons, utilize equipment, and curriculum development. More 'how' not 'why.'

"I feel that more 'hands on' training would be more beneficial than paperwork."

Some trainees recommended that the sequence of courses be changed. Typically, Fundamentals of Vocational Education is the first course completed, followed by Management of the Vocational Environment, Curriculum Development, Teaching Methods, and finally Supervised Teaching. Because many of the trainees are already teaching in vocational programs when they begin the Chapter 74 Vocational Teacher Training Program, it was argued that the first courses trainees complete should be those that will actually help trainees with their teaching performance. Trainees offered different suggestions about how these courses might be sequenced.

"I think if students in the courses are already teaching in a high school the supervised teaching should be given in two parts, At the start of the courses and then at the end of the 5. It would have been more helpful to be 'viewed' early on in one's teaching."

"Your first course should be curriculum development and then go to fundamentals."

"The only change I'd like to see is making Teaching Methods I the first required course."

"I think that the order of the courses should be changed, so that a new teacher can use the benefit of teaching methods and environment management first and save fundamentals of vocational education for last."

"The process in which the courses are given to potential vocational teachers should be changed around. For example the

> ***Supervised Teaching should be moved up to if not the first course taken possibly the second. I found my first time as well as year teaching very difficult without any previous knowledge of teaching a class. If there was a supervised teaching course early on with pointers and helpful hints on managing a class properly it would have been of great benefit."***

It should be noted that since the time that the trainees included in the survey began the Chapter 74 Vocational Teacher Training Program, the Division of Occupational Education has developed and disseminated via one-day workshops a "survival skills" model teacher training handbook and tool kit. The handbook and tool kit were designed to address the concerns of trainees who are already teaching vocational programs when they begin the teacher training program. These materials include specific advice on managing a vocational classroom, setting up students records, and so on.

Satisfaction: Quality of Instructors

The three items about the quality of instructors were among the highest rated in the survey. Most trainees were very satisfied with instructors' willingness to help trainees; trainees were somewhat less satisfied with instructors' skill in presenting the courses.

- Over three-fourths (78%) of the trainees were *very satisfied* with instructors' availability and willingness to help.

- Over two-thirds (68%) were *very satisfied* with instructors' knowledge of course material.

- Over half (58%) of the respondents were *very satisfied* with instructors' skill in presenting course material.

Although these ratings were generally very positive, trainees' written comments provide a somewhat more mixed picture about satisfaction with instructors. Many trainees had high praise for instructors; some identified by name instructors they believed were excellent "role models."

"Everyone of my professors, I rate as excellent."

"The instructor that taught the courses was very helpful in many ways. He made us feel very important in the new venture of teaching."

" I thought the teachers were very knowledgeable and a big help with my questions."

"The teachers I have worked with have been excellent. If I was to critique each instructor, the courses and instructors would receive an A+. They have been very helpful and informative. Because of these instructors, I plan on continuing my education..."

"Mr. [X] has helped me immensely in efforts to be the best teacher I can be. I cannot say enough about Mr. [X's] teaching methods and his influence on the entire class. He has been a great inspiration to me ..."

In sharp contrast, some trainees were very dissatisfied with the instructors.

"Some of the teachers, though they have their PhDs, can't teach. One could."

"Teachers, while being concerned and nice, were of poor quality. Many did not speak correct English and were not able to and did not cover course material."

"Teachers who are teaching 'would be teachers' should be good examples and not all were."

"It appeared to me that one instructor was using this class as part of his doctorate and a second who told us he did not want to be there because the class was too large, seemed to

only care about getting thru the course no matter how many students were confused."

"I found the incompetence of most of my instructors to be criminal - especially [Teacher X and Teacher Y]. I eventually came to believe that somehow Fitchburg had purposely set them up as examples of how not to teach, because that was the only positive effect of their courses."

Preference for Competency-Based Education

The competency-based education approach is a key component of the Chapter 74 Vocational Teacher Training Program. Responses to survey questions about this CBE approach showed that approximately one-fourth of the trainees were not at all satisfied with this approach and prefer a traditional education approach. However, trainees' comments also raise questions about whether CBE was actually implemented in some classes. Thus, items about trainees' attitudes toward CBE may actually be measuring some combination of satisfaction with the concept of CBE per se and how well CBE was actually implemented.

One question asked trainees how satisfied they were with the competency-based education used.

- Only about one-third (37%) of the respondents were *very satisfied* with the CBE approach and almost one-fourth (22%) reported that they were *not at all satisfied* with this approach.

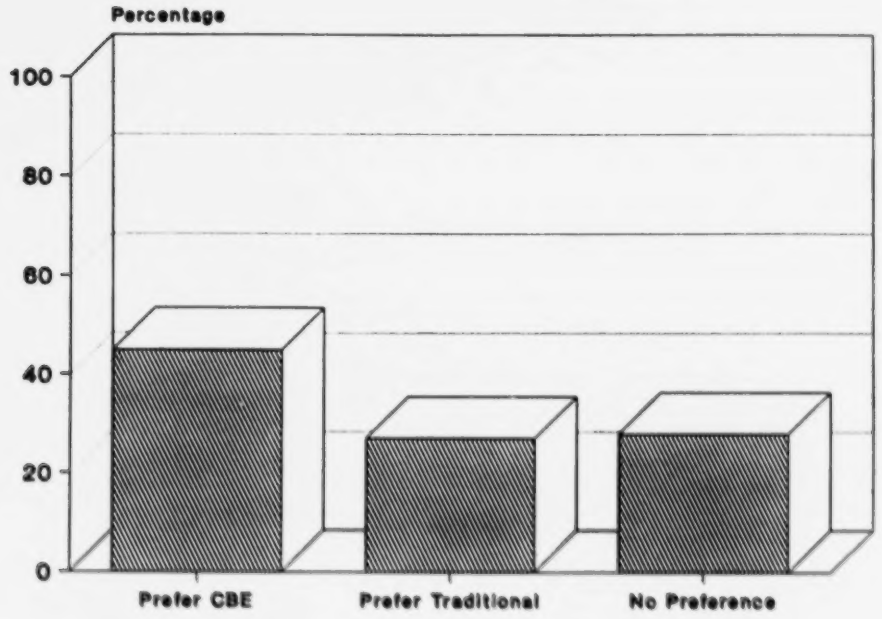
A second question asked trainees whether, compared to other courses they have taken which used a more traditional approach, they prefer the CBE approach, they prefer a traditional education approach, or they have no preference.

- As shown in Figure 4, less than half (45%) of the trainees prefer the CBE approach, 27% prefer the traditional approach, and 28% have no preference.

Trainees who prefer the CBE approach noted that the approach allows for self-paced, individualized instruction and clearly defines what is expected of trainees. Some trainees also noted

Figure 4

Prefer Competency-Based Education (CBE)?



Preference	*Overall*
Prefer Competency-Based Education Approach	**45%**
Prefer Traditional Approach	**27%**
Have No Preference	**28%**

Note. Number of respondents: Overall = 153.

that the competency-based approach used in the Chapter 74 Vocational Teacher Training Program prepared them for using the state's Competency-Based Vocational Education (CBVE) curricula in the vocational programs they teach. Positive comments about CBE included the following.

"It is geared more towards the individual's needs."

"It allows the student to learn at his/her own pace."

"Absolute criteria, nothing subjective."

"Easier to gauge your progress."

"Logical approach to learning at a different pace."

"Easier to understand and apply."

"Individual skills can be measured."

"Fairness to students."

"More relevant to the types of problems that occur in the class. No use of the traditional grading course, if you knew the material, you received the grade."

"Spells out exactly what you must do. All standards are listed."

"Competency-based education shows that the individual can perform the tasks covered as well as understand them, a straight academic approach does not."

"Brings you through the course step by step at one's own speed."

"You have to complete all the work and do not miss any aspects."

"It works!"

Trainees who prefer the traditional approach argued that CBE is routine and boring, limits creative thinking, and may not be appropriate for adult professionals.

"The breaking down of all information into duties, tasks, etc. is ridiculous for adults already competent in their fields. It is also time-consuming and cumbersome for the student in the classroom or shop."

"I feel a clean dose of competition gives some so-so students a good spark of interest and an invitation to challenge."

"Traditional method (with adults) seems to open up a broader range of discussions and opinions."

"I prefer the traditional approach because it doesn't waste a lot of time with reading and repetition. Competency based education to me is boring and frustrating. It uses an extreme amount of paper and print to get a message across."

"Traditional is better because an individual can advance into areas more suited to his or her qualifications."

"While competency-based has a lot of merit, it does not enhance creative thinking or problem-solving necessary for the world of work."

"Boring and routine."

"The competency based material generally lacks efficiency and often misrepresents methods taught 'out in the field.'"

"It works!"

Trainees who said they have no preference for either competency-based education or traditional education suggested that a mix of

both CBE and traditional approaches may be best.

"I prefer to use some of both methods."

"A combination of both should generally be used."

"An educator should be able to successfully adapt to either approach."

"I did not discern any difference in the two."

"I feel I am an average learner and I am able to adjust to different ways a teacher might want to present their topic or subject."

"If you are willing to learn, you will, no matter which approach is taken."

Interestingly, seven trainees who said they have no preference noted that the courses in the Chapter 74 Vocational Teacher Training Program were **not** taught using a competency-based education approach, or they were not aware that a CBE approach was used.

"I don't remember using 'competency based' methodology for any of the courses taken!"

"None of the Ch 74 teacher training courses I took were competency based and neither have any of the other courses I've taken."

"I never realized that the programs were evaluated on a competency-based education."

"Believe it or not I still don't know what CBE really means!"

These comments raise a question about how well the courses in the Chapter 74 Vocational Teacher Training Program are actually being implemented as CBE. The Division of Occupational Education provides each of the three teacher training institutions with detailed course outlines for each of the five courses that specify the competencies that trainees are expected to attain. However, each of the teacher training institutions is given a fair amount of latitude in choosing course materials and activities. It is possible that in some courses CBE was not implemented or only weakly implemented.

These comments also raise the question of how to interpret trainees' responses to the two items about how satisfied they are with CBE and whether they prefer CBE. It may be the case that a lack of enthusiasm for CBE has as much to do with faulty implementation of CBE as with attitudes toward the concept of CBE.

How Well Courses Prepared Trainees

Figure 2 depicts average ratings on four preparedness composites. Figures 5, 6, 7, and 8 list those aspects of teaching for which trainees were best prepared and least prepared, that is, those aspects with high and low average ratings.

Preparedness: Fundamentals of Vocational Education

The four survey questions about how well the courses prepared trainees in the fundamentals of vocational education were among the highest rated items in the survey. Almost three-fourths or more of the trainees reported that they were *very well prepared* for all four aspects; only 0% to 3% indicated that they were *not at all prepared*.

- Two-thirds (65%) of the trainees believe that they were *very well prepared* for understanding the history of vocational education.

- Over half (57%) were *very well prepared* for knowing federal, state and local funding sources for vocational education.

Figure 5

Preparedness in Fundamentals of Vocational Education

Best Prepared for:

- Understanding the history of vocational education
- Knowing the federal, state, and local funding sources for vocational education
- Knowing the main points of state and federal laws that affect vocational education
- Understandind child labor laws, safety regulations, student rights

Least Prepared for:

- NONE. All four aspects included in the survey received moderately high average ratings

- Almost two-thirds (63%) said they were *very well prepared* in knowing the main points of federal and state laws that govern vocational education.

- Almost two-thirds (64%) of the trainees reported that they were *very well prepared* for understanding child labor laws, safety regulations, and student rights.

Preparedness: Management of the Vocational Environment

Questions about how well the courses prepared trainees for managing the vocational environment were among some of the lowest rated items in the survey. Less than half, and in some cases less than one-third of the trainees reported that they were *very well prepared* for these aspects of teaching. Figure 6 summarizes those aspects for which trainees are best prepared and least prepared.

- Less than half (48%) of the respondents said they were *very well prepared* for organizing the shop layout; 34% were *somewhat prepared*; and almost one-fifth (18%) reported that they were *not at all prepared* for this task.

- Only (40%) of the trainees believe they are *very well prepared* for setting up and maintaining student records; 40% are *somewhat prepared*; and 20% said they are *not at all prepared* for this indispensable teaching task.

- Slightly more than one-third (37%) of the respondents indicated that they are *very well prepared* for managing shop safety; 41% are *somewhat prepared*; almost one-fourth (22%) are *not at all prepared*.

- Only one-third (33%) of the trainees reported that they are *very well prepared* for maintaining discipline in the shop; 53% are *somewhat prepared*; and 14% are *not at all prepared*.

Several trainees commented about their lack of preparation for managing the vocational environment. The most frequent complaint was about not being prepared in the area of maintaining discipline in the classroom or shop.

Figure 6

Preparedness in Management of the Voc Environment

Best Prepared for:

- NONE. All four aspects included in the survey received low average ratings.

Least Prepared for;

- Managing shop safety, including organizing safety devices and knowing life-saving techniques
- Maintaining student discipline in the shop
- Setting up and maintaining student records and forms
- Organizing the shop layout, including tools, equipment, supplies, and work stations

"Handling discipline problems has to be covered more thoroughly. Group discussions and problem-solving should be utilized."

"Discipline in the classroom is the most pressing demand for a new teacher."

"I would have preferred to have more instructions covering classroom discipline and environment."

"The most essential areas were not covered well and did not answer my questions. These are discipline, grading, and daily procedures, such as attendance..."

"More on discipline procedures would have been helpful, and on management of environment."

One trainee provided suggestions about how training in classroom management and discipline might be improved:

"Provide each student teacher a class management situation book. Take turns acting out situations.

Get a classroom/shop disciplines technique book with ideas on how to avoid the office system.

Act out discipline situations. Teachers need to know what to say in advance of trouble so they appear confident."

Preparedness: Curriculum Development

Figure 7 summarizes those aspects of curriculum development for which trainees are best prepared and least prepared.

- Over three-fourths (77%) of the respondents were *very well prepared* for using curriculum resources such as the Massachusetts Vocational Curriculum Resource Center.

- Over half (54%) of the trainees believed they were *very well prepared* for developing a new curriculum; 36% said they were *somewhat prepared*; 10% were *not at all prepared* for this curriculum task.

- Almost half (48%) of the trainees indicated that they were *very well prepared* for selecting and using an advisory committee; 39% were *somewhat prepared*; and 13% were *not at all prepared*.

- Half (50%) felt they were *very well prepared* for modifying an existing vocational curriculum; 39% were *somewhat prepared*; 11% were *not at all prepared*.

- Only slightly more than one-third (36%) of the respondents reported that they were *very well prepared* for coordinating the shop curriculum with academic and related instruction; 44% were *somewhat prepared*; and one-fifth (20%) were *not at all prepared*.

- Less than one-fourth (22%) believed that they were *very well prepared* for actually managing a vocational curriculum (implementing, budgeting, scheduling, updating); 57% said they were *somewhat prepared*; and over one-fifth (21%) indicated that they were *not at all prepared*.

Some trainees commented that they were disappointed that the Curriculum Development course did not help them actually develop a curriculum.

"The curriculum development course contained too much abstract theory, and its relevance to real classroom situations was not apparent."

Figure 7

Preparedness in Curriculum Development

Best Prepared for:

- Using curriculum resources such as the Massachusetts Vocational Curriculum Resource Center (MVCRC), universities, and some professional journals

Least Prepared for:

- Managing vocational curriculum, including implementing, budgeting, scheduling, and updating
- Coordinating the shop curriculum with academic and related instruction

"The course I was truly hoping to receive some practical information from 'Curriculum Development' was the biggest disappointment of all. The instructor did not even attempt to follow the curriculum outline set forth by the Division of Occ Ed (i.e. 4 of the 10 lectures were spent with the instructor lecturing on Greek philosophy)...This course was a particular disappointment to me because at that time I was in the process of making MAJOR curriculum changes."

"The Curriculum Development course I took did not help me develop a curriculum for my program. Instead I had to put together an annotated bibliography on research material for putting together a curriculum. It was a waste of time and money besides the fact that I doubt I will ever use the bibliography. I have taken all courses and I still don't have a decent curriculum."

Preparedness: Teaching Methods

Trainees' ratings for these 16 aspects of teaching provide a mixed picture. For some aspects, half or more of the trainees reported that they were very well prepared. In contrast, for other aspects, less than one-third of the respondents indicated that they were very well prepared and more than one-fourth said they were not at all prepared. Figure 8 lists those aspects for which trainees are best prepared and least prepared.

- Almost two-thirds (62%) of the respondents reported that they are *very well prepared* for developing lesson plans; 31% were *somewhat prepared*; 7% were *not at all prepared*.

- Over half (56%) of the trainees felt *very well prepared* for selecting and preparing instructional materials; 39% were *somewhat prepared*; only 5% said they were *not at all prepared*.

- Trainees were moderately confident about their preparedness in knowing and following school policies. Over half (53%) reported that they were *very well prepared*; 41% were *somewhat prepared*; only 6% were *not at all prepared*.

Figure 8

Preparedness in Teaching Methods

Best Prepared for:

- Developing lesson plans
- Using the lecture method
- Selecting and preparing instructional materials
- Presenting information to students using a variety of visual aids
- Knowing and following school policies

Least Prepared for:

- Understanding adolescent behavior and how it relates to student learning
- Planning instruction to meet individual student needs
- Using team teaching
- Using computer-assisted instruction (CAI)
- Using the field trip method
- Using the inquiry method
- Implementing Competency-Based Vocational Education

- Trainees were less confident about their ability to develop teacher-made tests. Less than half (43%) believed that they were *very well prepared*; 41% were *somewhat prepared*; and 16% or 1 in 6 of the trainees indicated that they were *not at all prepared* for this aspect of teaching.

- Very few trainees think the courses prepared them well for understanding adolescent behavior and how it relates to learning. Only 29% indicated that they were *very well prepared*; almost half (49%) said they were *somewhat prepared*; and almost one-fourth (22%) of the trainees reported that they were *not at all prepared* for dealing with today's students.

- Another aspect of teaching for which trainees believe that they are not well-prepared is planning instruction to meet individual student needs, such as learning style, ability, and special needs. Only about one-third (34%) of the respondents indicated that they were *very well prepared* for this aspect of teaching; 49% were *somewhat prepared*; and 17% said they were *not at all prepared*.

- Trainees were also asked how well the courses prepared them for implementing 8 different teaching models (all of which are included in the course outline for the Teaching Methods course). Half or more of the trainees believed that they were well prepared for using the lecture method, the project method, and group discussion; trainees were less well-prepared to implement other teaching models, such as the field trip method, individualized instruction, team teaching, computer-assisted instruction, and the inquiry method.

- More than half (57%) of the respondents said they were *very well prepared* for using the lecture method; 39% were *somewhat prepared*; and only 4% were *not at all prepared*.

- 53% were *very well prepared* for implementing the project method; 38% were *somewhat prepared*; 9% were *not at all prepared*.

- Half (50%) of the trainees said they were *very well prepared* for using the group discussion method; 41% were *somewhat prepared*; 9% were *not at all prepared*.

- Only 27% of the respondents reported that they were *very well prepared* for using the field trip method; 44% were *somewhat prepared*; over one-fourth (29%) were *not at all prepared*.

- Less than half (45%) were well prepared for using individualized instruction; 41% were *somewhat prepared*; 14% were *not at all prepared*.

- Less than one-fourth (24%) of the respondents believed that they were *very well prepared* to use team teaching; 42% were *somewhat prepared*; and over one-third (34%) said they were *not at all prepared* to use this teaching model.

- Computer-assisted instruction was the teaching model that received the lowest ratings for preparedness. Only 15% of the trainees reported that they were *very well prepared*; 26% said they were *somewhat prepared*; and almost three-fifths (59%) of the respondents indicated that they were *not at all prepared* to implement computer-assisted instruction.

- Slightly more than one-fourth of the respondents were *very well prepared* for using the inquiry method; about half (47%) said they were *somewhat prepared*; over one-fourth indicated that they were *not at all prepared* to use this teaching model.

- Many trainees do not believe that they are well prepared to implement Competency-Based Vocational Education (CBVE) in the vocational programs that they teach. CBVE is a major curriculum improvement effort in which the Division of Occupational has been actively involved since 1981 and one aspect of teaching with which trainees should be very well familiar. Less than half (47%) reported that they were *very well prepared* to implement CBVE; 35% indicated that they were *somewhat prepared*; and almost 1 in 5 trainees (18%) said that they were *not at all prepared* to implement CBVE.

Trainees' written comments about their preparedness in teaching methods focused on three aspects of teaching for which they think the Chapter 74 Vocational Teacher Training Program could have better prepared them:

- understanding today's adolescents,
- planning instruction to meet individual needs, especially those of special needs students, and
- implementing CBVE.

Some trainees argued that the courses did not seem to be dealing

with the current problems, situations, and types of students that trainees face in today's classrooms.

"Some of the courses seem to be outdated and not in tune with today's student population."

"Need behavioral psychology to understand how to work with a teenager."

"I believe an adolescent psychology course would be quite advantageous."

"Some of the teachers were unrealistic to what is happening in classrooms today."

"Your teaching methods are designed for a perfect class of voc students. Wake Up! They do not exist!!"

A few trainees commented that they there should be more information about dealing with special needs students.

"More courses on special needs students and how to teach and understand their needs."

"What vocational teachers need are more ways to adapt their trades to special needs students."

Some trainees noted that they were not well prepared to implement CBVE.

"It took three meetings of the CBVE course for me to understand what we were talking about! I only understood then

because I read the text which I understand is no longer being used. 'Curriculum' was never defined much less CBVE."

"Have teachers buy the state CBVE course for their trade. Analyze part of it. Make up lesson plans from it. Give practice lessons."

"Believe it or not, I still don't know what CBVE means!"

Overall Evaluation of Five Courses

Trainees were asked to use a five-point scale (*very good, good, average, poor, very poor*) to characterize their overall evaluation of each of the five courses in the Chapter 74 Vocational Teacher Training Program. Figure 9 displays the average ratings for the five courses. Although all five courses received average ratings of *"good,"* the full range of ratings from *"very poor"* to *"very good"* was used by trainees in evaluating all five courses.

Overall Evaluation: Fundamentals of Vocational Education

This course was one of the highest rated among the five courses. Almost half (47%) of the respondents rated the course as *very good*; 25% gave a rating of *good*; 19% said the course was *average*; only 6% rated it as *poor* and 2% rated it as *very poor*.

Trainees comments about the Fundamentals of Vocational Education course were mixed.

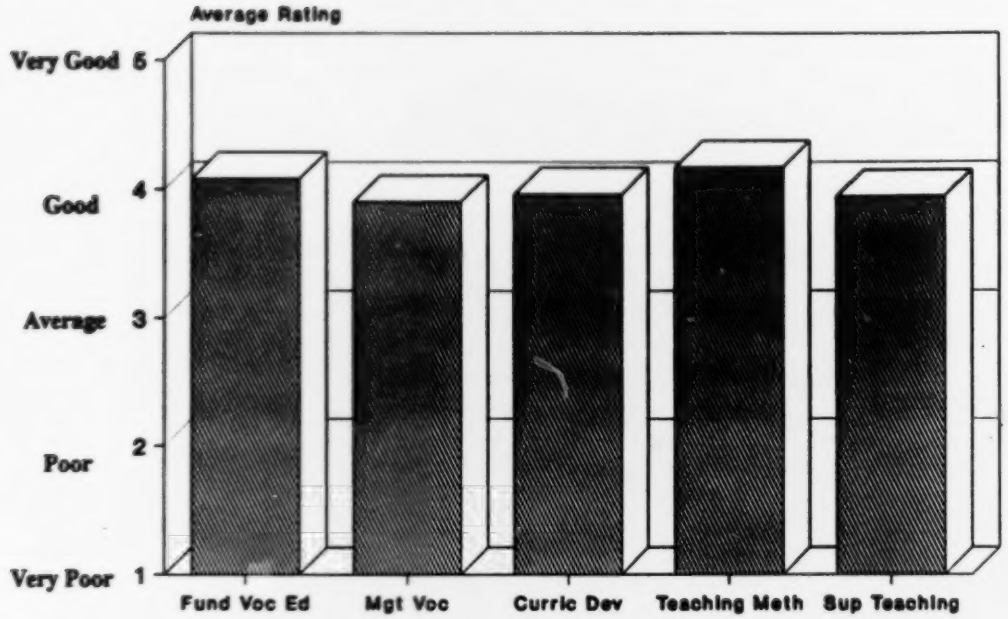
"The fundamentals of voc ed...seemed to be a waste of time."

"...in the final analysis I really don't care about federal funding sources or budgeting histories. It doesn't help me or my students in class."

"The vocational teacher training program was very informative on the background of vocational training."

Figure 9

Trainees' Evaluation of Five Courses



Courses	*Overall*
Evaluation of Five Courses: [a]	
Fundamentals of Vocational Education	4.08
Management of the Vocational Environment	3.90
Curriculum Development in Occupational Education	3.96
Teaching Methods	4.17
Supervised Teaching	3.94

Notes. Number of respondents: Overall = 153.
(a) 1 = Very Poor 2 = Poor 3 = Average 4 = Good 5 = Very Good.

"I found the history of 'voke' ed discussed in fundamentals of 'voke' ed very interesting."

"Your fundamental course is historical in design and self-indulgent. Time could prepare teachers better in grants and how to get them, than where they came from."

"My favorite course was Fundamentals of Voc. Ed"

"I think more time and effort would be better used somewhere other than Fundamentals of Voc Ed."

Overall Evaluation: Management of the Vocational Environment

This course received relatively lower overall ratings than the other courses. The course was rated *very good* by 38% of the respondents; *good* by 29%; *average* by 21%; *poor* by 9%; and *very poor* by 3%.

Trainees' comments about this course were generally unfavorable.

"I feel management of the vocational environment should deal more with managing a classroom realistically, to handle today's students instead of learning quotes from different authors about education."

"Management of the voc environment seemed to be a waste of time."

"Management course was not well prepared...wasted my valuable time."

"The management course made me realize the importance of shop safety."

"Management of the vocational environment was a big disappointment. No course outline or expectation given to students. I was hoping to get a lot more from this class."

"This course was also a total waste of time."

Overall Evaluation: Curriculum Development in Occupational Education

The Curriculum Development course was rated as *very good* by 38% of the respondents; as *good* by 29%; as *average* by 21%; as *poor* by 9%; and as *very poor* by 3%.

Some trainees commented favorably about the Curriculum Development course, but most of the comments characterized the course as a "disappointment."

"The curriculum course really got me organized by developing a good lesson plan which I can add new material and delete as more modern methods come into practice."

"I found the curriculum development and teaching method courses very thorough in their subject matter and of great help to my teaching."

"The course I was truly hoping to receive from practical information from "Curriculum Development" was the biggest disappointment of all."

"Curriculum Development in Occ Ed was too rushed."

"Your curriculum design course is not also being realistic. A curriculum can be made but lesson plans depend on the ability of students."

"In my opinion curriculum development should go back to the conventional curriculum that can be easily read and understood, and competency based curriculum could be adequately used to fuel the statehouse furnace."

"The curriculum development course contained too much ab-

stract theory, and its relevance to real classroom situations was not apparent."

"Curriculum development was a disappointment to me. The course served no purpose at all. I feel this is where I could have really used some background."

"When taking the curriculum course I expected to learn much more than was presented. I was very disappointed."

Overall Evaluation: Teaching Methods in Vocational Education

The Teaching Methods course received more *"very good"* ratings than any of the other five courses. Over half (54%) of the trainees evaluated this course as *very good*; 23% assigned a rating of *good*; 13% gave a rating of *average*; 7% rated it as *poor* and only 3% rated it as *very poor*.

Most of the trainees' comments about the Teaching Methods course were positive, but a few trainees expressed dissatisfaction with the course.

"I have learned much more about teaching methods, strategies, learning styles, etc. from our own in-services at our school. In that way, the courses were a disappointment."

"I thoroughly enjoyed the course and the instructors. I managed to learn a number of approaches that I could have used in business. I teach in a comprehensive high school and have found the approaches interesting and stimulating and actually catch the attention of core-city high school students."

"Methods of teaching is quite important. You may know your subject, but it's necessary to know how to teach it."

"Teaching methods made me realize that you can never assume or take for granted a student knows anything."

"I expected the program to actually prepare me to teach. In

Factors Related to Trainees' Assessment of the Teacher Training Program

This section presents only the highlights of a series of detailed descriptive and inferential analyses that sought to identify factors that are related to trainees' satisfaction with features of the Chapter 74 Vocational Teacher Training Program, their assessment of how well the courses prepared them, and their overall evaluation of each of the five courses. The identification of such factors would alert the Division of Occupational Education that there may be aspects of the training program that place some groups of trainees at a relative disadvantage, or that the program is failing to meet the needs of certain groups of trainees.

Six factors were studied:

- Preference for Competency-Based Education
- School where courses were completed
- Gender
- Highest educational level
- Vocational program area trainee teaches
- Number of years of non-teaching work experience in the vocational program area

Factor: Preference for Competency-Based Education (CBE)

One question in the survey asked trainees whether, compared to other courses they have taken that used a traditional approach, they prefer the competency-based education (CBE) approach, they prefer the traditional education approach, or they have no preference. Results showed that 45% of the respondents prefer CBE, 27% prefer traditional education, and 28% have no preference.

Further analyses revealed that the trainees' preference for CBE or traditional education is one factor that is significantly related to satisfaction with program features, assessment of how well the courses prepared trainees, and overall evaluation of the five courses. As shown in Figures 10, 11, and 12, trainees who indi-

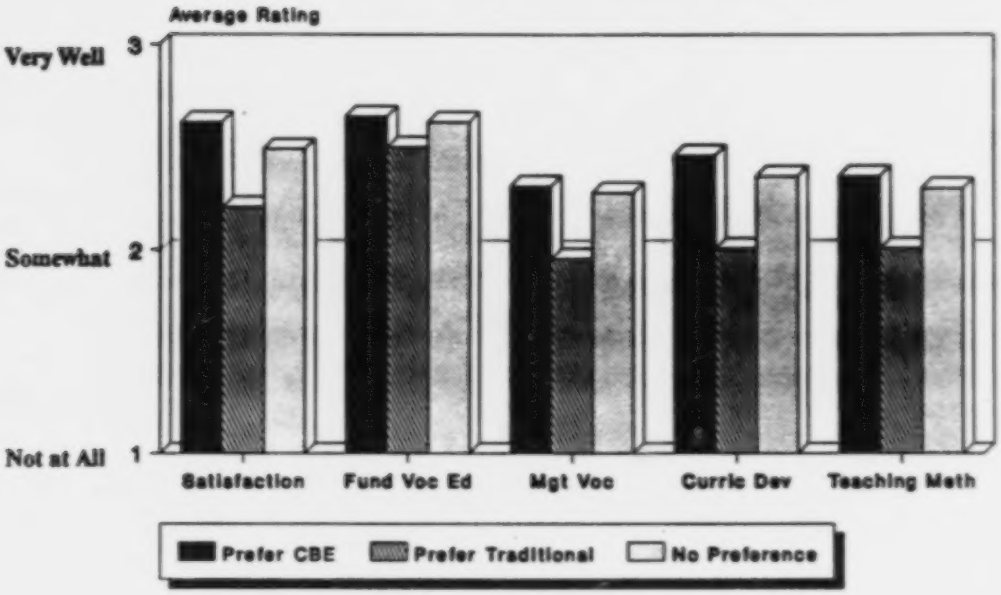
cated that they prefer competency-based education were significantly more satisfied than trainees who prefer traditional education with almost all training program features included in the survey. In addition, trainees who prefer CBE rated how well the course prepared them significantly higher for several aspects of teaching. Further, trainees who prefer CBE gave significantly higher overall evaluations for three of the five courses.

This relationship between preference for competency-based education and trainees' assessment of the Chapter 74 Vocational Teacher Training Program goes well beyond what might reasonably be expected. It is not surprising that trainees who prefer CBE are more satisfied than trainees who prefer traditional education with *some* program features such as course activities and methods used for evaluating trainees' performance, that is, program features that are directly linked to the CBE concept. But it is surprising that trainees who prefer CBE are significantly more satisfied with program features that are not directly linked to the CBE concept, such as number of courses required and course schedules. And, it is not obvious why trainees who prefer CBE should give higher ratings to their preparedness for many aspects of teaching than trainees who prefer a traditional education approach.

On the face of it, this finding might suggest that trainees who happen to prefer a more traditional education approach are placed at a disadvantage in benefitting from the Chapter 74 Vocational Teacher Training Program, either because their preference makes them less receptive to the CBE program or because the program fails to take into account their particular learning style. However, as noted earlier in this report, some trainees' comments about CBE raise the question that CBE was not actually implemented in some of the courses. Thus, this "preference for competency-based education" factor may be measuring a combination of how well (or whether) CBE was actually implemented and the trainee's attitude toward the concept of CBE.

Figure 10

Trainees' Satisfaction & Preparedness
by Preference for Competency-Based Educ

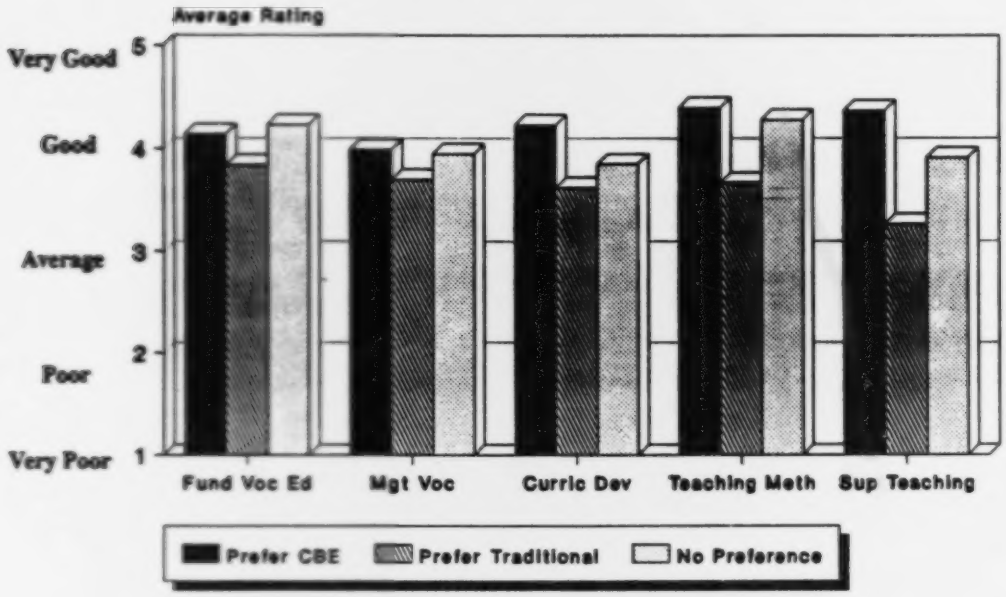


Dimension of Program	*Prefer CBE*	*Prefer Trad.*	*Have No Preference*
Satisfaction with Program Features [a]	2.62	2.21	2.49
How Well Courses Prepared Trainees in Aspects of: [b]			
Fundamentals of Vocational Education	2.65	2.50	2.62
Management of the Vocational Environment	2.31	1.96	2.28
Curriculum Development	2.46	2.01	2.36
Teaching Methods	2.36	2.01	2.30

Notes. Number of respondents: Prefer Competency-Based Education Approach = 70; Prefer Traditional Approach = 43; Have No Preference = 43.
(a) Satisfaction composite based on 14 questions in the survey.
(b) Preparedness composites based on: 4 questions for Fundamentals of Voc Educ; 4 for Management of the Voc Environment; 6 for Curriculum Development; 16 for Teaching Methods.

Figure 11

Trainees' Evaluation of Five Courses
by Preference for Competency-Based Educ



Course	*Prefer CBE*	*Prefer Trad.*	*Have No Preference*
Evaluation of Five Courses: [a]			
Fundamentals of Vocational Education	4.14	3.84	4.23
Management of the Vocational Environment	3.99	3.70	3.95
Curriculum Development in Occupational Education	4.23	3.62	3.85
Teaching Methods	4.40	3.67	4.28
Supervised Teaching	4.37	3.26	3.91

Notes. Number of respondents: Prefer Competency-Based Education Approach = 70; Prefer Traditional Approach = 43; Have No Preference = 43.
21-25 Years = 24; 26 or More Years = 19.
(a) 1 = Very Poor 2 = Poor 3 = Average 4 = Good 5 = Very Good.

Figure 12

Trainees' Assessment of Training Program
by Preference for Competency-Based Education

- Trainees who prefer the Competency-Based Education (CBE) approach were significantly MORE SATISFIED than trainees who prefer a traditional education approach with almost all program features:
    - Number of courses required
    - Times and dates courses were scheduled
    - Course materials
    - Course assignments and activities
    - Amount of work involved in courses
    - Types of topics covered
    - How completely topics were covered
    - Methods used for evaluating performance
    - Instructors' knowledge of course material
    - Instructors' skill in presenting courses
    - Instructors' willingness to help trainees

- Trainees who prefer CBE rated HOW WELL COURSES PREPARED them significantly HIGHER than trainees who prefer traditional approach for these aspects of teaching:
    - Organizing the shop layout
    - Maintaining student discipline
    - Setting up and maintaining student records
    - Using a program advisory committee
    - Developing a new curriculum

continued --->

Figure 12 (continued)

Trainees' Assessment of Training Program
by Preference for Competency-Based Education

- Trainees who prefer CBE rated HOW WELL COURSES PREPARED them significantly HIGHER than trainees who prefer traditional approach for these aspects of teaching:
    - Coordinating shop and academics
    - Developing lesson plans
    - Developing teacher-made tests
    - Individualizing instruction
    - Using the lecture method
    - Using the group discussion method
    - Using computer-assisted instruction
    - Using the inquiry method
    - Implementing Competency-Based Vocational Education (CBVE)

- Trainees who prefer CBE gave significantly HIGHER OVERALL EVALUATIONS for these courses:
    - Curriculum Development
    - Teaching Methods
    - Supervised Teaching

Factor: School Where Courses Were Completed

Trainees were asked to indicate where they completed each of the five courses: Fitchburg State College, University of Massachusetts at Boston, or Westfield State College. Figures 13, 14, 15, and 16 summarize some of the differences among the three institutions in trainees' ratings.

Trainees who completed their course work at University of Massachusetts at Boston were significantly more satisfied than trainees who completed their course work at Fitchburg State College with 6 of the 14 program features. (In most instances, there were no significant differences between trainees at Westfield State College at those at either Univ Mass or Fitchburg; trainees at Univ Mass and Fitchburg represented the two extremes.)

- Amount of time allowed to complete courses (85% of Univ Mass trainees compared to 73% of Fitchburg trainees were *very satisfied*)
- Courses materials used (54% of Univ Mass trainees versus 29% of Fitchburg trainees were *very satisfied*)
- Types of topics covered (60% of Univ Mass trainees were *very satisfied* compared to 42% of Fitchburg trainees)
- How completely topics were covered (48% of Univ Mass versus 31% of Fitchburg trainees were *very satisfied*)
- Methods used for evaluating trainees' performance (69% of Univ Mass trainees were *very satisfied* compared to 45% of Fitchburg trainees)
- Instructors' knowledge of course material (76% at Univ Mass were *very satisfied* versus 58% at Fitchburg)

Trainees who completed their course work at University of Massachusetts and Westfield State generally prefer the competency-based education approach more than those trainees who completed their course work at Fitchburg State.

- Over half (51%) of Univ Mass trainees and almost half (48%)

of Westfield State trainees indicated that they prefer CBE. In contrast, only 37% of the Fitchburg trainees prefer CBE over a traditional education approach. Interestingly, 6 of the 7 trainees whose comments included the statement that CBE was not implemented completed the majority of their course work at Fitchburg State College. This finding lends credence to the idea that "preference for CBE" may, in part, be a measure of whether CBE was actually implemented.

Trainees who completed their course work at University of Massachusetts rated how well the courses prepared them significantly higher than trainees at Fitchburg State for six aspects of teaching.

- Organizing the shop layout (61% of Univ Mass trainees compared to 38% of Fitchburg trainees said they were *very well prepared*)
- Preparing instructional materials (65% of Univ Mass trainees versus 53% of Fitchburg trainees were *very well prepared*)
- Presenting information to students (*very well prepared* rating given by 66% of Univ Mass trainees compared to 41% of Fitchburg trainees)
- Developing teacher-made tests (52% of Univ Mass trainees said they were *very well prepared* versus 36% of Fitchburg trainees)
- Understanding adolescent behavior (42% of Univ Mass trainees versus only 17% of Fitchburg trainees were *very well prepared*)
- Implementing Competency-Based Vocational Education (CBVE) (61% of Univ Mass trainees reported that they were *very well prepared* compared to 35% of Fitchburg trainees)

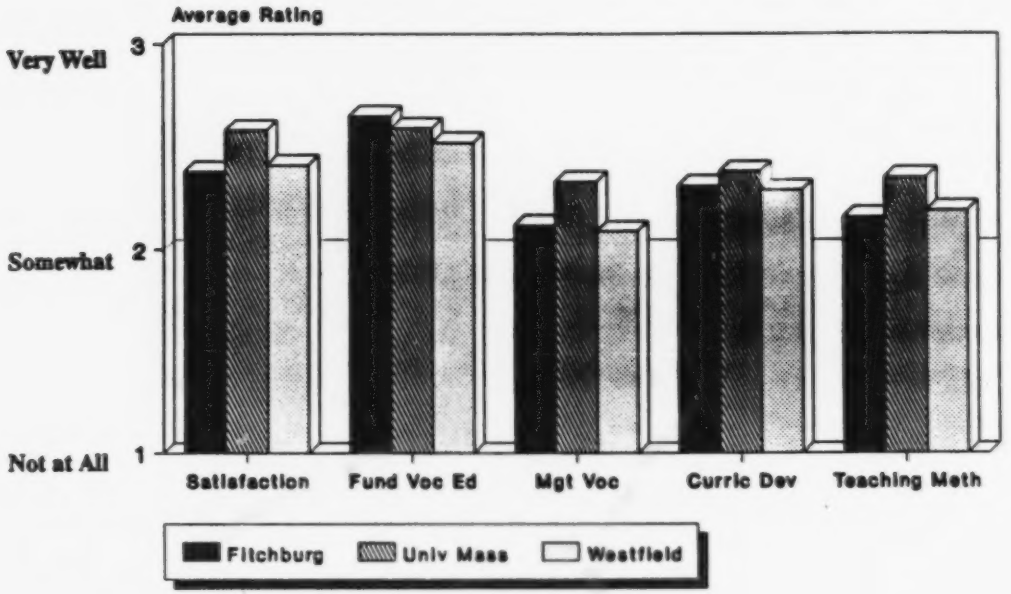
There were no statistically significant differences among the three teacher training schools in trainees' overall evaluation of the five courses.

These analyses identified several differences among the three teacher training institutions in trainees' assessment of the Chapter 74 Vocational Teacher Training Program. The three schools do not differ significantly on any of the background characteristics of

trainees (such as gender or educational level) examined in this study. Thus, these school differences can not be explained as being due to the fact that the three schools teach different types of trainees. A more likely explanation may have to do with how well each of the three institutions is implementing the Chapter 74 Vocational Teacher Training Program as designed by the Division of Occupational Education, that is, implementing the program as competency-based and covering all the topics detailed in the course outlines.

Figure 13

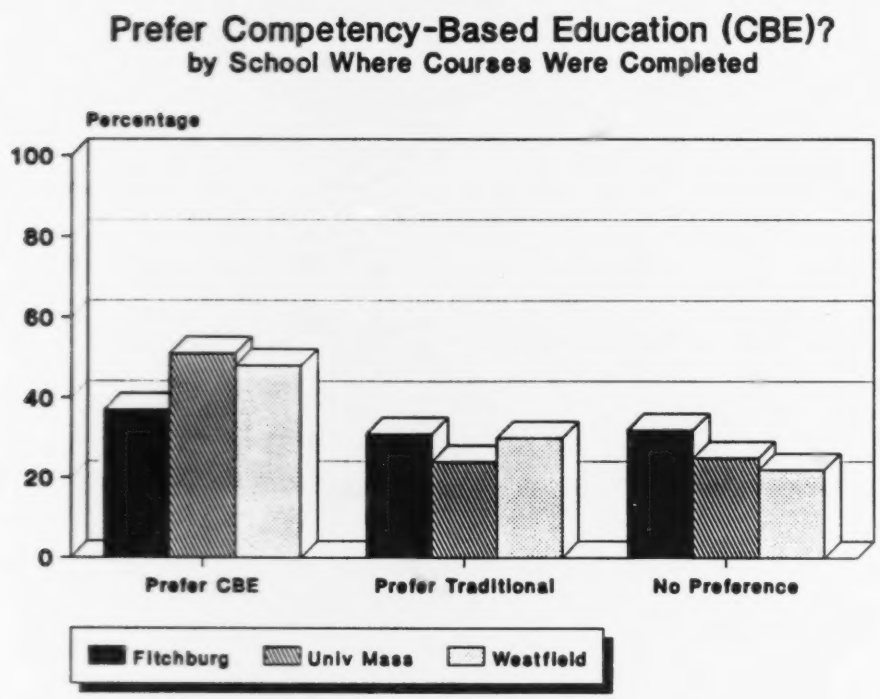
Trainees' Satisfaction & Preparedness
by School Where Courses Were Completed



Dimension of Program	*Overall*	*Fitchburg State*	*Univ. Mass., Boston*	*Westfield State*
Satisfaction with Program Features [a]	**2.47**	**2.38**	**2.58**	**2.41**
How Well Courses Prepared Trainees in Aspects of: [b]				
Fundamentals of Vocational Education	**2.60**	**2.65**	**2.59**	**2.52**
Management of the Vocational Environment	**2.20**	**2.12**	**2.33**	**2.09**
Curriculum Development	**2.34**	**2.31**	**2.38**	**2.29**
Teaching Methods	**2.25**	**2.16**	**2.35**	**2.19**

Notes. Number of respondents: Overall = 153; Fitchburg = 61; Univ Mass = 66; Westfield = 26.
(a) Satisfaction composite based on 14 questions in the survey.
(b) Preparedness composites based on: 4 questions for Fundamentals of Voc Educ; 4 for Management of the Voc Environment; 6 for Curriculum Development; 16 for Teaching Methods.

Figure 14

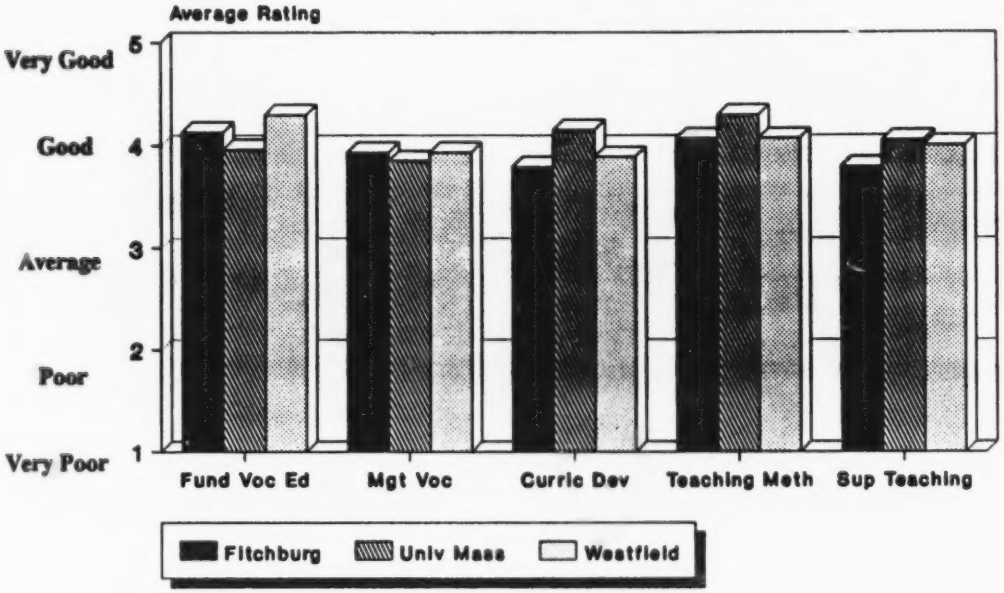


Preference	*Overall*	*Fitchburg State*	*Univ. Mass., Boston*	*Westfield State*
Prefer Competency-Based Education Approach	**45%**	**37%**	**51%**	**48%**
Prefer Traditional Approach	**27%**	**31%**	**24%**	**30%**
Have No Preference	**28%**	**32%**	**25%**	**22%**

Note. Number of respondents: Overall = 153; Fitchburg = 61; Univ Mass = 66; Westfield = 26.

Figure 15

Trainees' Evaluation of Five Courses
by School Where Courses Were Completed



Courses	*Overall*	*Fitchburg State*	*Univ. Mass., Boston*	*Westfield State*
Evaluation of Five Courses: [a]				
Fundamentals of Vocational Education	4.08	4.13	3.96	4.30
Management of the Vocational Environment	3.90	3.93	3.85	3.93
Curriculum Development in Occupational Education	3.96	3.79	4.15	3.89
Teaching Methods	4.17	4.07	4.30	4.07
Supervised Teaching	3.94	3.79	4.05	4.00

Notes. Number of respondents: Overall = 153; Fitchburg = 61; Univ Mass = 66; Westfield = 26.
(a) 1 = Very Poor 2 = Poor 3 = Average 4 = Good 5 = Very Good.

Figure 16

Trainees' Assessment of Training Program
by School Where Courses Were Completed

- Trainees at University of Massachusetts, Boston were significantly MORE SATISFIED than trainees at Fitchburg State College with these program features:
    - Amount of time allowed to complete courses
    - Course materials used
    - Types of topics covered
    - How completely topics were covered
    - Methods used for evaluating performance
    - Instructors' knowledge of course material
- Trainees at U Mass, Boston rated HOW WELL COURSES PREPARED them significantly HIGHER than trainees at Fitchburg State for these aspects of teaching:
    - Organizing the shop layout
    - Preparing instructional materials
    - Presenting information to students
    - Developing teacher-made tests
    - Understanding adolescent behavior
    - Implementing Competency-Based Vocational Education (CBVE)

Factor: Gender

The majority of trainees who completed the Chapter 74 Vocational Teacher Training Program are male. In the current survey, 77% of the respondents were male and 23% were female. Figures 17, 18, 19, and 20 summarize differences between males and females in their assessment of the Chapter 74 Vocational Teacher Training Program.

Males were significantly more satisfied than females with 3 of the 14 program features.

- Number of courses required (61% of males versus 43% of females were *very satisfied*)
- How completely topics were covered (44% of males were *very satisfied* compared to 26% of females)
- Instructors' knowledge of course material (73% of males versus 54% of females were *very satisfied*)

Females and males did not differ significantly in their preference for competency-based education, although males tended to prefer CBE more than females did (47% males versus 40% females). Females were more likely to indicate that they have no preference for CBE or traditional education (37% females compared to 25% males).

Males rated how well the courses prepared them significantly higher than females did for five aspects of teaching.

- Developing a new vocational curriculum (56% of males versus 40% of females said they were *very well prepared*)
- Modifying an existing curriculum (52% of males indicated they were *very well prepared* compared to 37% of females; only 8% of males versus 20% of females said they were *not at all prepared*)
- Preparing instructional materials (64% of males were *very well prepared* compared to 31% of females)
- Developing teacher-made tests (48% of males versus 28% of

females were *very well prepared*)

- Using the lecture method (only 2% of males versus 14% of females indicated that they were *not at all prepared*)

Males gave significantly higher overall evaluations than females for 2 of the 5 courses.

- Management of the Vocational Environment (41% of males rated it *very good* compared to 27% of females; only 2% of males versus 9% of females rated it as *very poor*)

- Curriculum Development in Occupational Education (51% of males versus 24% of females rated the course as *very good*; 0% of males compared to 12% of females said the course was *very poor*)

There are several possible explanations for these observed differences between females and males in their assessments of the Chapter 74 Vocational Teacher Training Program. Males outnumber females in the teacher training program by about 3 to 1; instructors may gear their courses to the gender that predominates. A more likely explanation may lie in the fact that there is a significant relationship between gender and vocational program area the trainee teaches. Females are more likely to teach vocational programs in the Allied Health and Service Occupations; males are more likely to teach programs in the Trade and Technical programs. Analyses described later in this report showed that trainees in the Allied Health program areas believed that the Chapter 74 Vocational Teacher Training Program was more geared toward trainees who teach in the trade areas; topics did not address the unique concerns of health program instructors. Thus, these observed gender differences in trainees' evaluation of the Chapter 74 Vocational Teacher Training Program may in part reflect differences in vocational program areas.

reality, I learned to teach by doing it, day to day, student to student."

"I feel the teaching methods courses were the ones which best prepared myself for what was really to happen."

"Should update course material in teaching methods."

Overall Evaluation: Supervised Teaching

The Supervised Teaching course received some of the lowest ratings of the five courses. The course was rated as *very good* by 44% of the respondents; as *good* by 24%; as *average* by 19%; as *poor* by 9%; and as *very poor* by 4%.

Trainees' comments about the Supervised Teaching course were mixed.

"Supervised development, I felt was a worthwhile class."

"I found the supervised teaching course very disappointing. I found it unfair to certain people. It wasn't well organized. The instructors weren't helpful or informative."

"Supervised teaching allowed a skilled teacher to give me very helpful constructive criticism on my teaching methods."

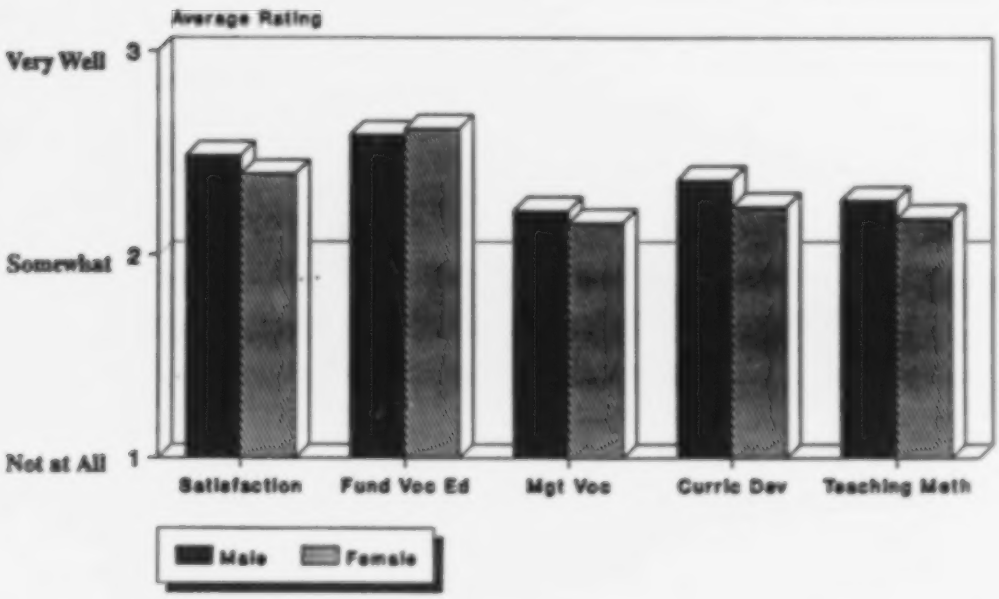
"The way Mr. [X] handled supervised teaching was a significant help to me."

"I feel more help and direction is needed in the supervised teaching course. Also more courses and educational direction should be given at the end of the supervised teaching."

"I was very disappointed in the supervised teaching course. Follow-up and a basic understanding of what was being asked were lacking."

Figure 17

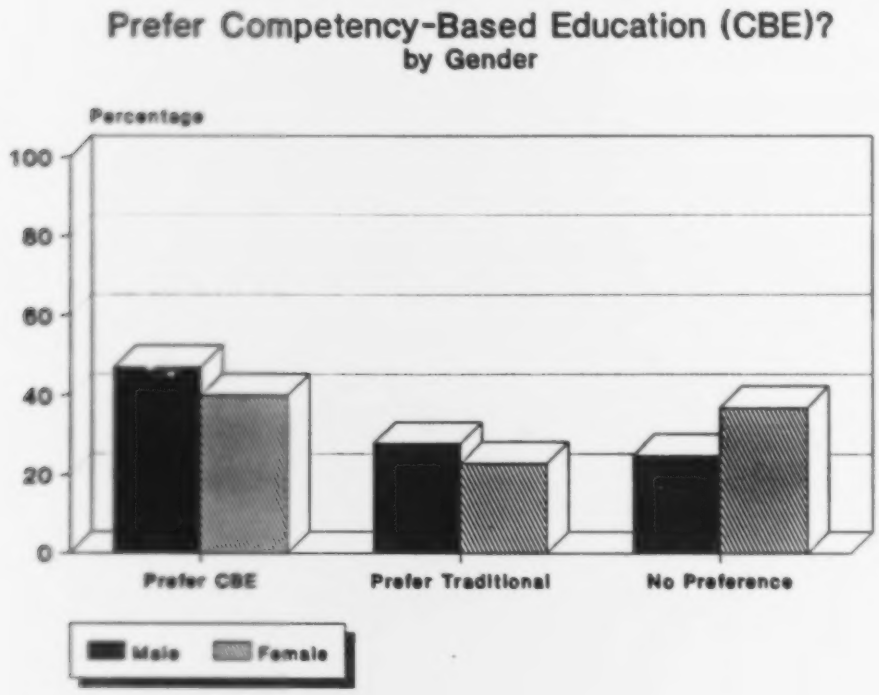
Trainees' Satisfaction & Preparedness
by Gender



Dimension of Program	*Overall*	*Male*	*Female*
Satisfaction with Program Features [a]	2.47	2.49	2.40
How Well Courses Prepared Trainees in Aspects of: [b]			
Fundamentals of Vocational Education	2.60	2.59	2.62
Management of the Vocational Environment	2.21	2.22	2.16
Curriculum Development	2.34	2.37	2.24
Teaching Methods	2.25	2.27	2.18

Notes. Number of respondents: Overall = 155; Male = 120; Female = 35.
(a) Satisfaction composite based on 14 questions in the survey.
(b) Preparedness composites based on: 4 questions for Fundamentals of Voc Educ; 4 for Management of the Voc Environment; 6 for Curriculum Development; 16 for Teaching Methods.

Figure 18

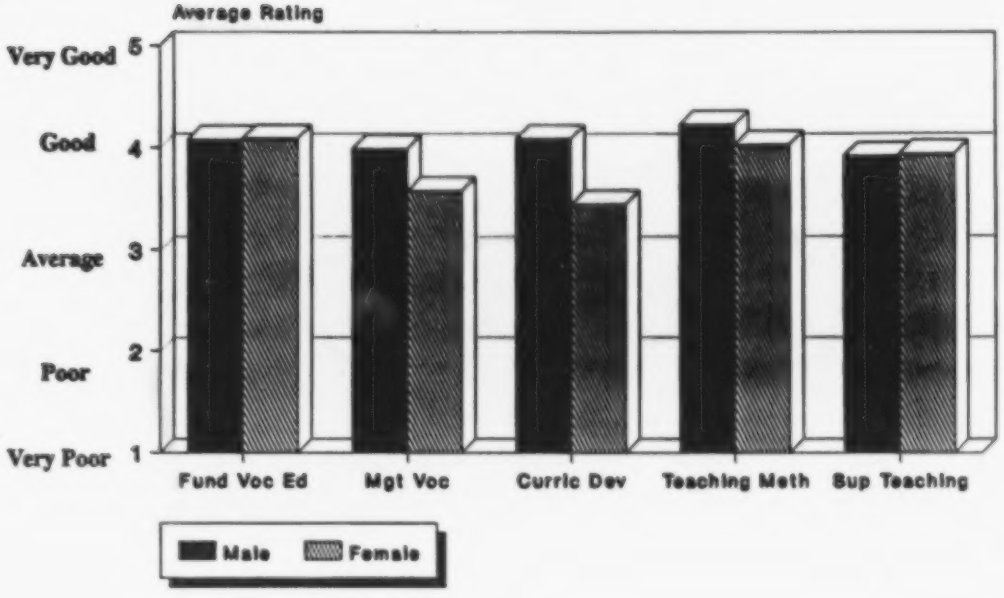


Preference	*Overall*	*Male*	*Female*
Prefer Competency-Based Education Approach	**45%**	**47%**	**40%**
Prefer Traditional Approach	**27%**	**28%**	**23%**
Have No Preference	**28%**	**25%**	**37%**

Note. Number of respondents: Overall = 155; Male = 120; Female = 35.

Figure 19

Trainees' Evaluation of Five Courses
by Gender



Courses	*Overall*	*Male*	*Female*
Evaluation of Five Courses: [a]			
Fundamentals of Vocational Education	4.08	4.08	4.09
Management of the Vocational Environment	3.90	3.99	3.58
Curriculum Development in Occupational Education	3.95	4.09	3.45
Teaching Methods	4.18	4.23	4.03
Supervised Teaching	3.93	3.92	3.94

Notes. Number of respondents: Overall = 155; Male = 120; Female = 35.
(a) 1 = Very Poor 2 = Poor 3 = Average 4 = Good 5 = Very Good.

Figure 20

Trainees' Assessment of Training Program
by Gender

- Males were significantly MORE SATISFIED than females with these program features:
    - Number of courses required
    - How completely topics were covered
    - Instructors' knowledge of course material
- Males rated HOW WELL COURSES PREPARED them significantly HIGHER than females did for these aspects of teaching:
    - Developing a new vocational curriculum
    - Modifying an existing curriculum
    - Preparing instructional materials
    - Developing teacher-made tests
    - Using the lecture method
- Males gave significantly HIGHER OVERALL EVALUATIONS than females did for these courses:
    - Management of Vocational Environment
    - Curriculum Development

Factor: Highest Educational Level

Trainees' highest educational level was categorized as either: (a) GED or High School Diploma, (b) Associate Degree or Certificate, or (c) Bachelor or Master's Degree. In the sample of trainees who completed the survey, 44% had only a high school education, 30% possessed a certificate or Associate Degree, and 26% had completed training at the baccalaureate or masters level.

Figures 21, 22, 23, and 24 summarize differences among trainees in their assessment of the Chapter 74 Vocational Teacher Training Program by educational level.

Trainees with less formal education (high school diploma or GED) were significantly more satisfied than trainees with more formal education (A.A., B.A., or M.A.) with 6 of the 14 program features.

- Times and dates courses were scheduled (62% of trainees with high school education were *very satisfied* versus 53% of trainees with A.A., B.A., or M.A.)

- Amount of work involved in courses (52% of trainees with high school education compared to 40% of trainees with more formal education were *very satisfied*)

- Types of topics covered (62% of trainees with high school education compared to 37% of trainees with education beyond high school level were *very satisfied*)

- Methods used for evaluating trainees' performance (almost three-fourths (71%) of trainees with high school education versus only 45% of trainees with higher less of education were *very satisfied*)

- Instructors' knowledge of course material (78% of trainees with high school education said they were *very satisfied* compared to 62% of other trainees)

- Instructors' skill in presenting course material (almost three-fourths (73%) of trainees with high school education were *very satisfied* versus only 48% of trainees with higher levels of

formal education)

Trainees with a high school education or an Associate degree tended to prefer the competency-based education approach more than trainees with bachelor's or master's degrees.

- Almost half (49%) of trainees with high school education and 52% of trainees with an associate degree or certificate prefer CBE over a traditional education approach, compared to 30% of the trainees with a bachelor's or master's degree. But those trainees with a bachelor's or master's degree were more likely to indicate that they have no preference.

Trainees with less formal education rated how well the courses prepared them significantly higher than trainees with more formal education for only two of the aspects of teaching included in the survey.

- Developing lesson plans (75% of the trainees with a high school education said they were *very well prepared* versus 40% of the trainees with bachelor's or master's degrees)

- Preparing instructional materials (65% of the trainees with high school education compared to 45% of trainees with more formal education were *very well prepared*)

Trainees with less formal education gave significantly higher overall evaluations for only 1 of the 5 courses.

- Curriculum Development in Occupational Education (54% of trainees with high school education rated the course as *very good* compared to 38% of trainees with higher levels of education; only 9% of the trainees with high school education rated the course as *very poor* versus 22% of trainees with a bachelor's or master's degree)

These differences in trainees' assessment of the program by educational level highlight one of the challenges that faces the Chapter 74 Vocational Teacher Training Program: meeting the needs of trainees who differ widely in their educational backgrounds.

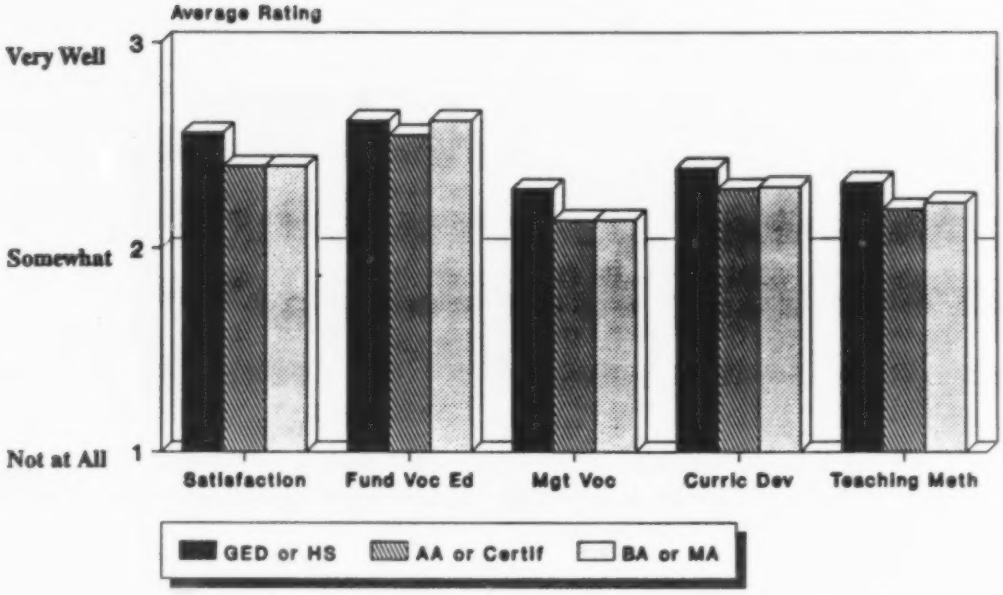
One trainee commented, *"[The] courses as designed cannot meet the needs of teachers of such varied educational background as high school, associate, bachelors, and masters levels. Teachers who have*

received a bachelors degree or higher have often taken courses which have material such as teaching methods and curriculum development integrated into their programs." Another trainee suggested that the courses should be offered at a masters level for those trainees who already have a bachelor's degree.

In principle, a competency-based education approach has the potential to meet the needs of trainees with diverse educational backgrounds, by allowing trainees to proceed at their own pace through the required competencies and by allowing some individualizing of instruction. This is yet another reason to ensure that the three teacher training institutions that offer the Chapter 74 Vocational Teacher Training Program actually implement CBE in the five courses.

Figure 21

Trainees' Satisfaction & Preparedness
by Highest Educational Level



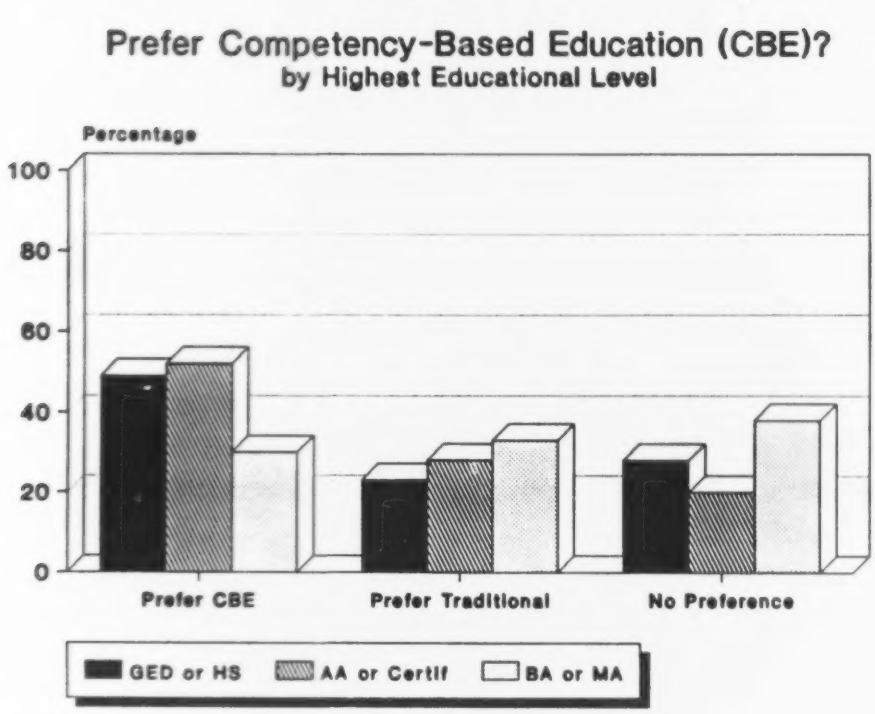
Dimension of Program	*Overall*	*GED or HS Diploma*	*Assoc. or Certificate*	*B.A./B.S. or M.A./M.S.*
Satisfaction with Program Features (a)	**2.47**	**2.56**	**2.40**	**2.40**
How Well Courses Prepared Trainees in Aspects of: (b)				
Fundamentals of Vocational Education	**2.60**	**2.62**	**2.55**	**2.62**
Management of the Vocational Environment	**2.21**	**2.29**	**2.14**	**2.14**
Curriculum Development	**2.34**	**2.39**	**2.29**	**2.30**
Teaching Methods	**2.25**	**2.32**	**2.19**	**2.22**

Notes. Number of respondents: Overall = 155; GED or HS = 69; Assoc. Degree or Certificate = 46; B.A./B.S. or M.A./M.S. = 40.

(a) Satisfaction composite based on 14 questions in the survey.

(b) Preparedness composites based on: 4 questions for Fundamentals of Voc Educ; 4 for Management of the Voc Environment; 6 for Curriculum Development; 16 for Teaching Methods.

Figure 22

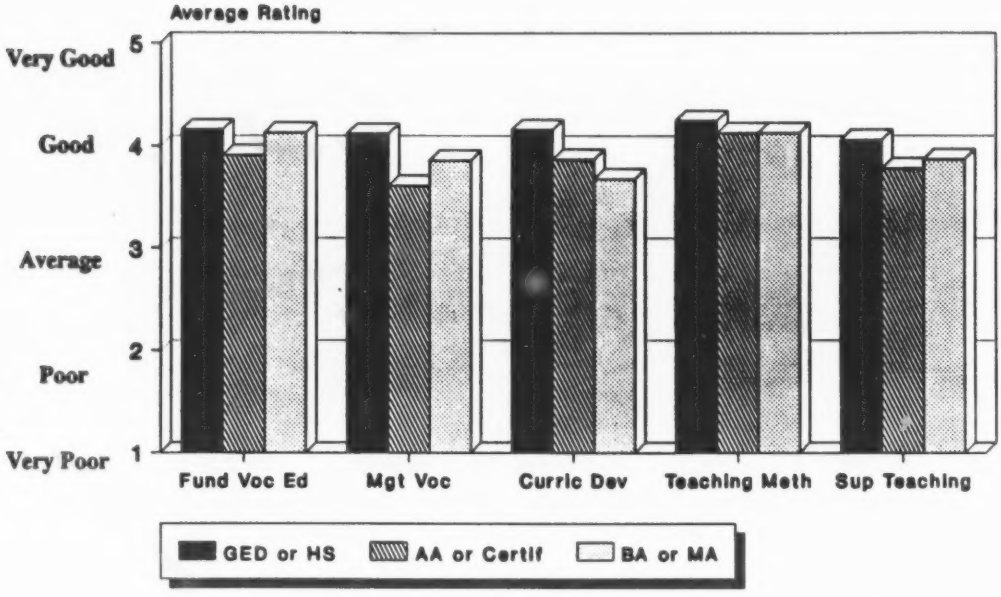


Preference	*Overall*	*GED or HS Diploma*	*Assoc. or Certificate*	*B.A./B.S. or M.A./M.S.*
Prefer Competency-Based Education Approach	**45%**	**49%**	**52%**	**30%**
Prefer Traditional Approach	**27%**	**23%**	**28%**	**33%**
Have No Preference	**28%**	**28%**	**20%**	**38%**

Note. Number of respondents: Overall = 155; GED or HS = 69; Assoc. Degree or Certificate = 46; B.A./B.S. or M.A./M.S. = 46.

Figure 23

Trainees' Evaluation of Five Courses
by Highest Educational Level



Courses	*Overall*	*GED or HS Diploma*	*Assoc. or Certificate*	*B.A./B.S. or M.A./M.S.*
Evaluation of Five Courses: [a]				
Fundamentals of Vocational Education	4.08	4.16	3.91	4.13
Management of the Vocational Environment	3.90	4.12	3.61	3.86
Curriculum Development in Occupational Education	3.95	4.16	3.87	3.68
Teaching Methods	4.18	4.25	4.13	4.13
Supervised Teaching	3.93	4.06	3.78	3.87

Notes. Number of respondents: Overall = 155; GED or HS = 69; Assoc. Degree or Certificate = 46; B.A./B.S. or M.A./M.S. = 40.
(a) 1 = Very Poor 2 = Poor 3 = Average 4 = Good 5 = Very Good.

Figure 24

Trainees' Assessment of Training Program
by Highest Educational Level

- Trainees with less formal education (High school diploma or GED) were significantly MORE SATISFIED than trainees with more formal education (A.A., B.A., M.A.) with these program features:
    - Times and dates courses were scheduled
    - Types of topics covered
    - Amount of work involved
    - Methods used for evaluating performance
    - Instructors' knowledge of course material
    - Instructors' skill in presenting courses
- Trainees with less formal education rated HOW WELL COURSES PREPARED them significantly HIGHER than trainees with more formal education for these aspects of teaching:
    - Developing lesson plans
    - Preparing instructional materials
- Trainees with less formal education gave significantly HIGHER OVERALL EVALUATIONS for this course:
    - Curriculum Development

Factor: Vocational Program Area Trainee Teaches

The trainees who responded to the survey reported teaching 25 different vocational program areas. These 25 areas were collapsed into 7 major categories: Allied Health, Automotive, Construction, Industrial Manufacturing, Marketing, Service Occupations, and Technical Occupations.

Figures 25, 26, 27, and 28 summarize differences among trainees in their assessment of the Chapter 74 Vocational Teacher Training Program by vocational program area they teach.

Trainees who teach Allied Health vocational programs (such as medical assisting, practical nursing, community health worker) were significantly less satisfied than trainees who teach other vocational program areas with three program features.

- Number of courses required (Only 21% of the Allied Health teacher trainees were *very satisfied* compared to 52% to 65% of trainees in other vocational program areas)

- Types of topics covered (Only 14% of Allied Health teacher trainees versus 35% to 59% of other vocational program teacher trainees were *very satisfied*)

- Competency-based education approach (14% of Allied Health teacher trainees were *very satisfied* compared to 27% to 55% of trainees who teach other vocational program areas)

Trainees who teach Allied Health vocational programs gave significantly lower ratings to how well the courses prepared them for four aspects of teaching included in the survey.

- Organizing the shop layout (57% of the Allied Health teacher trainees said they were *not at all prepared* versus only 5% to 30% of the other trainees)

- Developing a new curriculum (Only 29% of the Allied Health teacher trainees indicated that they were *very well prepared* compared to 42% to 65% of trainees who teach other vocational program areas)

- Modifying an existing curriculum (29% of Allied Health teacher trainees versus 42% to 62% of other trainees said they were *very well prepared*)

- Preparing instructional materials (Only 21% of Allied Health teacher trainees compared to 49% to 57% of other trainees reported that they were *very well prepared*)

Trainees who teach Allied Health programs also gave a significantly lower overall evaluation for 1 of the 5 courses.

- Curriculum Development in Occupational Education (Only 8% of the Allied Health teacher trainees versus 49% to 75% of trainees who teach other vocational program areas rated the courses as *very good*)

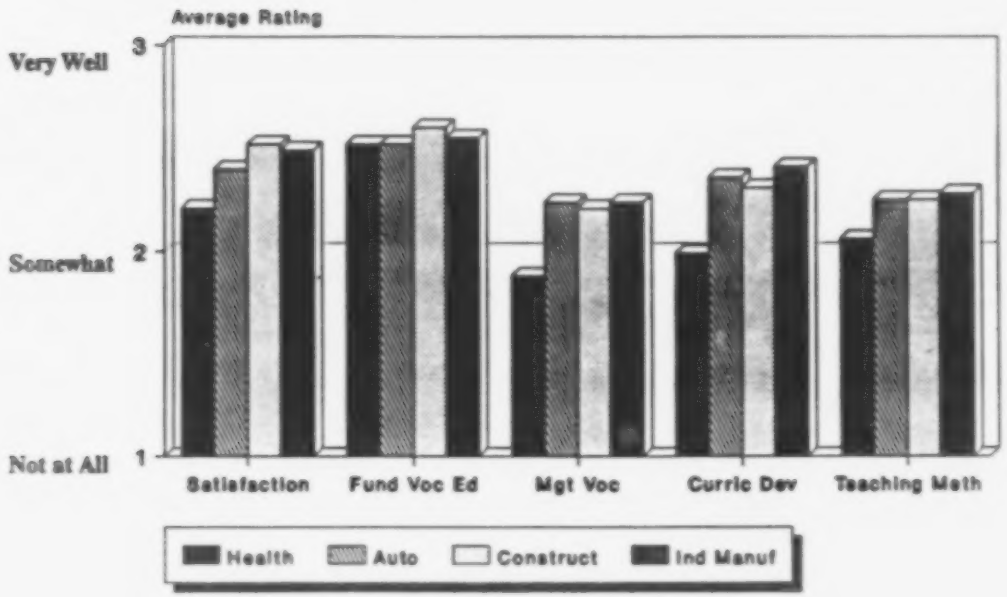
Addressing the needs of trainees who teach widely different vocational program areas is another challenge that faces the Chapter 74 Vocational Teacher Training Program. A few trainees commented on this difficulty.

"The teacher instruction should be geared more toward the field the teacher is in, just as if we were training to be academic teachers. Most of the course content in teaching methods was geared toward the trade and not toward the theoretical aspects of Child Care. The children we work with are not loaves of bread and the teaching process is very different because of the nature of our work."

"Other courses as designed also do not take into account the area the teacher is involved in. For example, requiring a nursing instructor to take a course in the management of the vocational environment, which is totally 'shop' oriented is absurd. Our safety and management concerns in both of the nursing equivalents, the hospital and the nursing laboratory, are more than adequately addressed by our own nursing education and institutions."

Figure 25

Trainees' Satisfaction & Preparedness
by Vocational Program Area Taught



Dimension of Program	*Allied Health*	*Auto-motive*	*Cons-truction*	*Industrial Manufact.*
Satisfaction with Program Features [a]	2.21	2.40	2.52	2.49
How Well Courses Prepared Trainees in Aspects of: [b]				
Fundamentals of Vocational Education	2.52	2.52	2.60	2.55
Management of the Vocational Environment	1.88	2.24	2.21	2.24
Curriculum Development	1.99	2.36	2.31	2.41
Teaching Methods	2.06	2.25	2.25	2.28

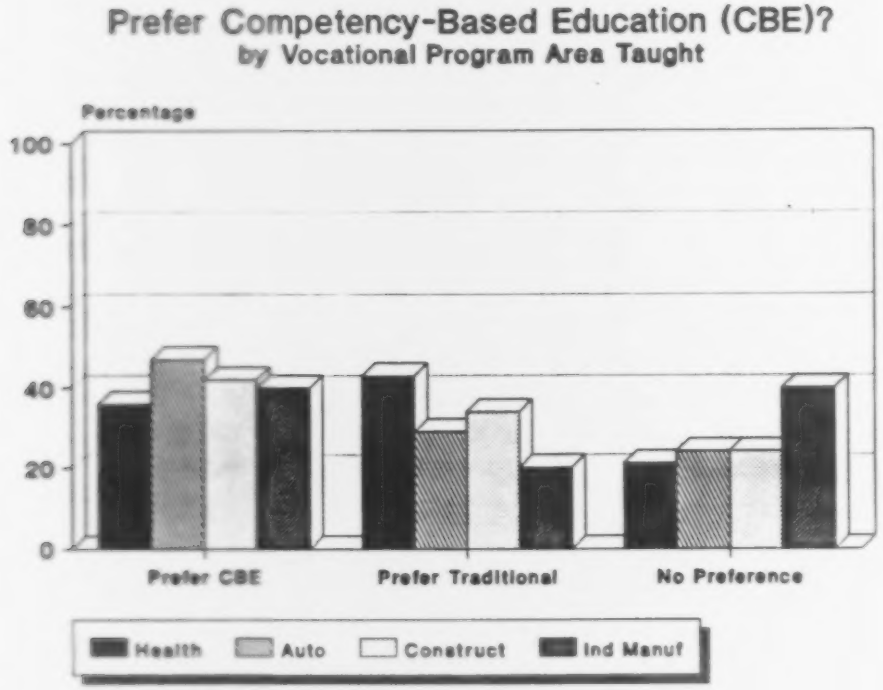
Notes. Number of respondents: Health = 14; Auto = 16; Construct = 41; Ind Manuf = 20; Marketing = 31; Service Occup = 7; Technical = 23.
(a) Satisfaction composite based on 14 questions in the survey.
(b) Preparedness composites based on: 4 questions for Fundamentals of Voc Educ; 4 for Management of the Voc Environment; 6 for Curriculum Development; 16 for Teaching Methods.

Figure 25 (continued)

Dimension of Program	*Marketing*	*Service Occup.*	*Technical*
Satisfaction with Program Features [a]	2.49	2.49	2.54
How Well Courses Prepared Trainees in Aspects of: [b]			
Fundamentals of Vocational Education	2.68	2.71	2.59
Management of the Vocational Environment	2.27	2.57	2.17
Curriculum Development	2.36	2.48	2.44
Teaching Methods	2.28	2.30	2.33

Notes. Number of respondents: Health = 14; Auto = 16; Construct = 41; Ind Manuf = 20; Marketing = 31; Service Occup = 7; Technical = 23.
(a) Satisfaction composite based on 14 questions in the survey.
(b) Preparedness composites based on: 4 questions for Fundamentals of Voc Educ; 4 for Management of the Voc Environment; 6 for Curriculum Development; 16 for Teaching Methods.

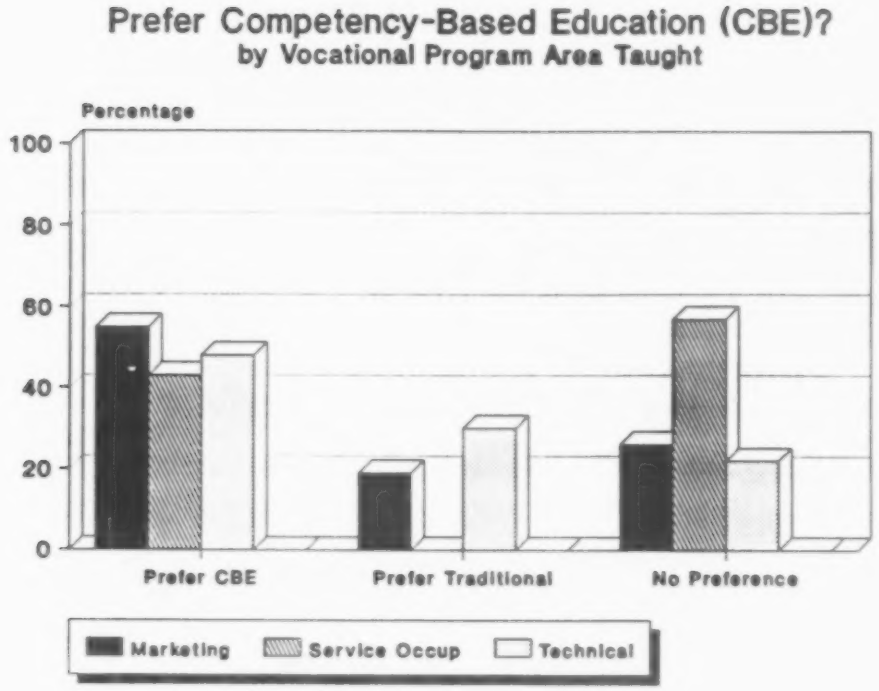
Figure 26



Preference	*Allied Health*	*Auto-motive*	*Cons-truction*	*Industrial Manufact.*
Prefer Competency-Based Education Approach	36%	47%	42%	40%
Prefer Traditional Approach	43%	29%	34%	20%
Have No Preference	21%	24%	24%	40%

Note. Number of respondents: Health = 14; Auto = 16; Construct = 41; Ind Manuf = 20; Marketing = 31; Service Occup = 7; Technical = 23.

Figure 26 (continued)

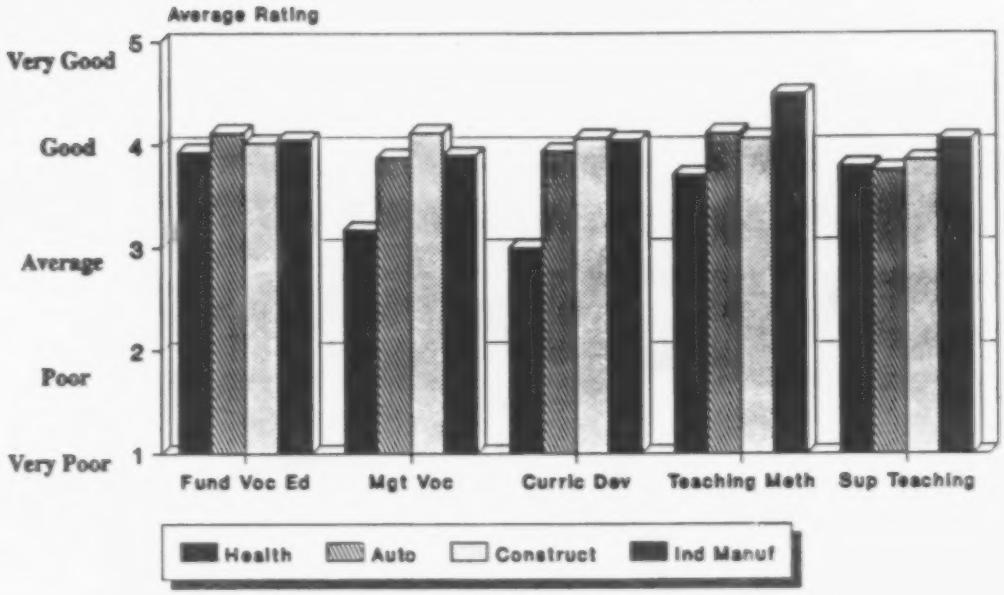


Preference	*Marketing*	*Service Occup.*	*Technical*
Prefer Competency-Based Education Approach	55%	43%	48%
Prefer Traditional Approach	19%	0%	30%
Have No Preference	26%	57%	22%

Note. Number of respondents: Health = 14; Auto = 16; Construct = 41; Ind Manuf = 20; Marketing = 31; Service Occup = 7; Technical = 23.

Figure 27

Trainees' Evaluation of Five Courses
by Vocational Program Area Taught

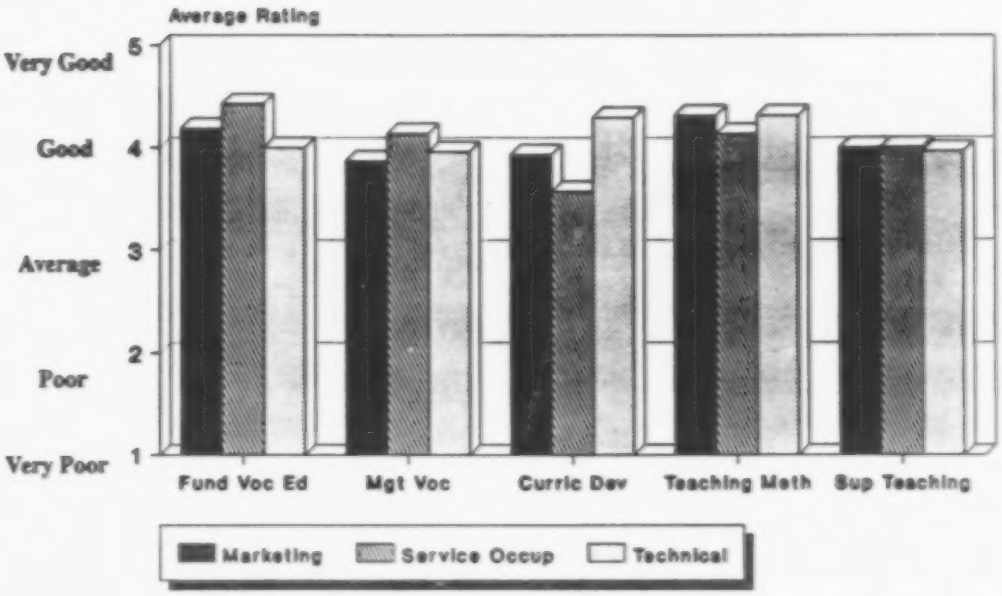


Courses	*Allied Health*	*Auto-motive*	*Cons-truction*	*Industrial Manufact.*
Evaluation of Five Courses: [a]				
Fundamentals of Vocational Education	3.93	4.12	4.02	4.05
Management of the Vocational Environment	3.17	3.88	4.12	3.90
Curriculum Development in Occupational Education	3.00	3.94	4.07	4.05
Teaching Methods	3.71	4.12	4.07	4.50
Supervised Teaching	3.79	3.75	3.85	4.05

Notes. Number of respondents: Health = 14; Auto = 16; Construct = 41; Ind Manuf = 20; Marketing = 31; Service Occup = 7; Technical = 23.
(a) 1 = Very Poor 2 = Poor 3 = Average 4 = Good 5 = Very Good.

Figure 27 (continued)

Trainees' Evaluation of Five Courses
by Vocational Program Area Taught



Course	*Marketing*	*Service Occup.*	*Technical*
Evaluation of Five Courses: [a]			
Fundamentals of Vocational Education	4.19	4.43	4.00
Management of the Vocational Environment	3.87	4.14	3.96
Curriculum Development in Occupational Education	3.93	3.57	4.30
Teaching Methods	4.32	4.14	4.32
Supervised Teaching	4.00	4.00	3.96

Notes. Number of respondents: Health = 14; Auto = 16; Construct = 41; Ind Manuf = 20; Marketing = 31; Service Occup = 7; Technical = 23.
(a) 1 = Very Poor 2 = Poor 3 = Average 4 = Good 5 = Very Good.

Figure 28

Trainees' Assessment of Training Program
by Vocational Program Area Trainee Teaches

- Trainees who teach Allied Health vocational programs were significantly LESS SATISFIED than trainees who teach other vocational program areas with these program features:
  - Number of courses required
  - Types of topics covered
  - Competency-based education approach
- Trainees who teach Allied Health vocational programs rated HOW WELL COURSES PREPARED them significantly LOWER than trainees who teach other vocational program areas for these aspects of teaching:
  - Organizing the shop layout
  - Developing a new curriculum
  - Modifying an existing curriculum
  - Preparing instructional materials
- Trainees who teach Allied Health vocational programs gave significantly LOWER OVERALL EVALUATIONS to this course:
  - Curriculum Development

Factor: Years of Non-Teaching Work Experience in the Vocational Program Area

Figures 29, 30, and 31 depict the relationship between years of non-teaching work experience and trainees' assessment of the Chapter 74 Vocational Teacher Training Program with years of experience grouped into 6 categories. Figure 32 and the following discussion summarize analyses in which years of experience was treated as a continuous (non-grouped) variable.

Trainees with relatively more years of non-teaching work experience in their vocational program area were significantly more satisfied with 7 of the 14 program features than trainees with fewer years of non-teaching work experience.

- Course materials
- Course assignments and activities
- Competency-based education approach
- Methods for evaluating trainees' performance
- Instructors' knowledge of course material
- Instructors' skill in presenting courses
- Instructors' willingness to help trainees

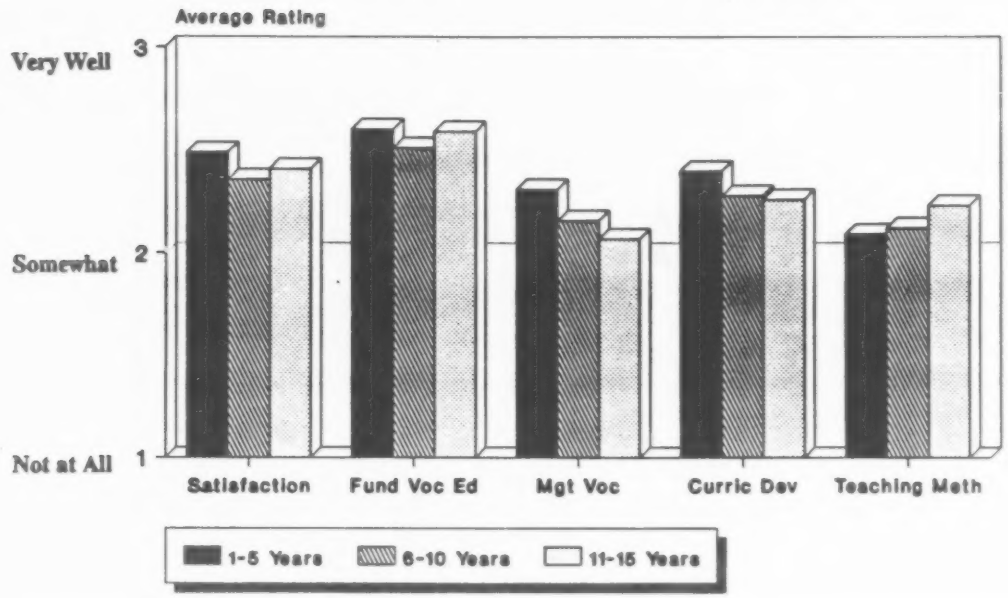
Trainees with relatively more years of work experience gave significantly higher ratings to how well the courses prepared them for nine aspects of teaching.

- Managing shop safety
- Preparing instructional materials
- Presenting information to students
- Developing teacher-made tests
- Knowing and following school policies
- Using the project method
- Using the group discussion method
- Using team teaching
- Using the inquiry method

Trainees with relatively more years of non-teaching experience also gave a higher overall evaluation for the Management of the Vocational Environment course.

Figure 29

Trainees' Satisfaction & Preparedness
by Years of Non-Teaching Work Experience



Dimension of Program	*1 - 5 Years*	*6 - 10 Years*	*11 - 15 Years*
Satisfaction with Program Features [a]	2.49	2.36	2.41
How Well Courses Prepared Trainees in Aspects of: [b]			
Fundamentals of Vocational Education	2.60	2.51	2.59
Management of the Vocational Environment	2.31	2.16	2.07
Curriculum Development	2.40	2.28	2.26
Teaching Methods	2.09	2.12	2.23

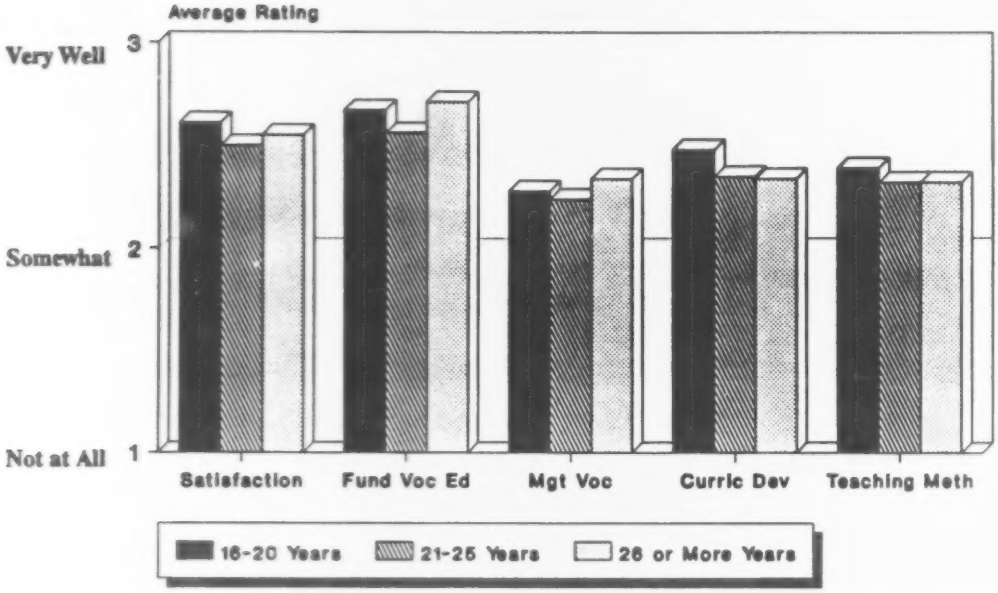
Notes. Number of respondents: 1-5 Years = 8; 6-10 Years = 37; 11-15 Years = 33; 16-20 Years = 31; 21-25 Years = 24; 26 or More Years = 19.

(a) Satisfaction composite based on 14 questions in the survey.

(b) Preparedness composites based on: 4 questions for Fundamentals of Voc Educ; 4 for Management of the Voc Environment; 6 for Curriculum Development; 16 for Teaching Methods.

Figure 29 (continued)

Trainees' Satisfaction & Preparedness
by Years of Non-Teaching Work Experience

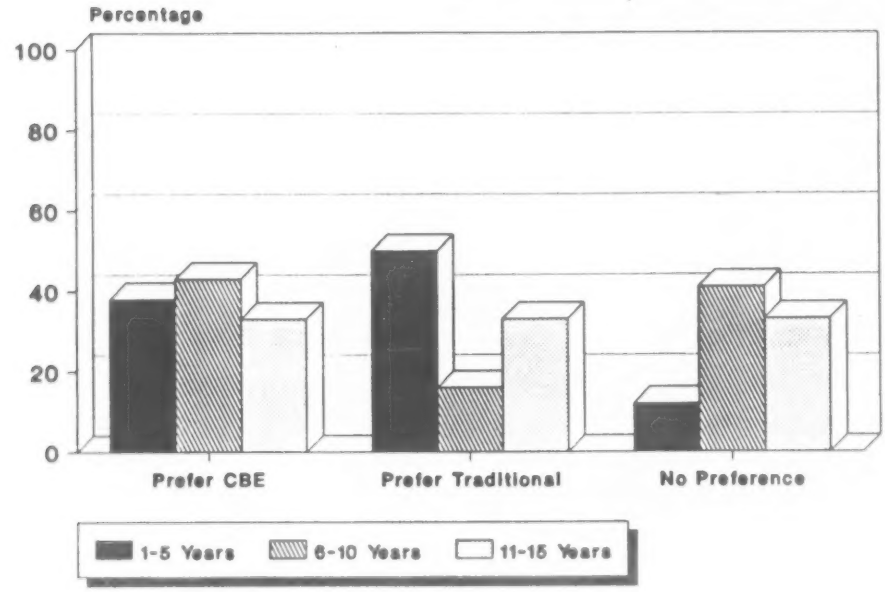


Dimension of Program	*16 - 20 Years*	*21 - 25 Years*	*26 or More Years*
Satisfaction with Program Features [a]	2.61	2.50	2.55
How Well Courses Prepared Trainees in Aspects of: [b]			
Fundamentals of Vocational Education	2.67	2.56	2.71
Management of the Vocational Environment	2.28	2.24	2.34
Curriculum Development	2.48	2.35	2.34
Teaching Methods	2.39	2.32	2.32

Notes. Number of respondents: 1-5 Years = 8; 6-10 Years = 37; 11-15 Years = 33; 16-20 Years = 31; 21-25 Years = 24; 26 or More Years = 19.
(a) Satisfaction composite based on 14 questions in the survey.
(b) Preparedness composites based on: 4 questions for Fundamentals of Voc Educ; 4 for Management of the Voc Environment; 6 for Curriculum Development; 16 for Teaching Methods.

Figure 30

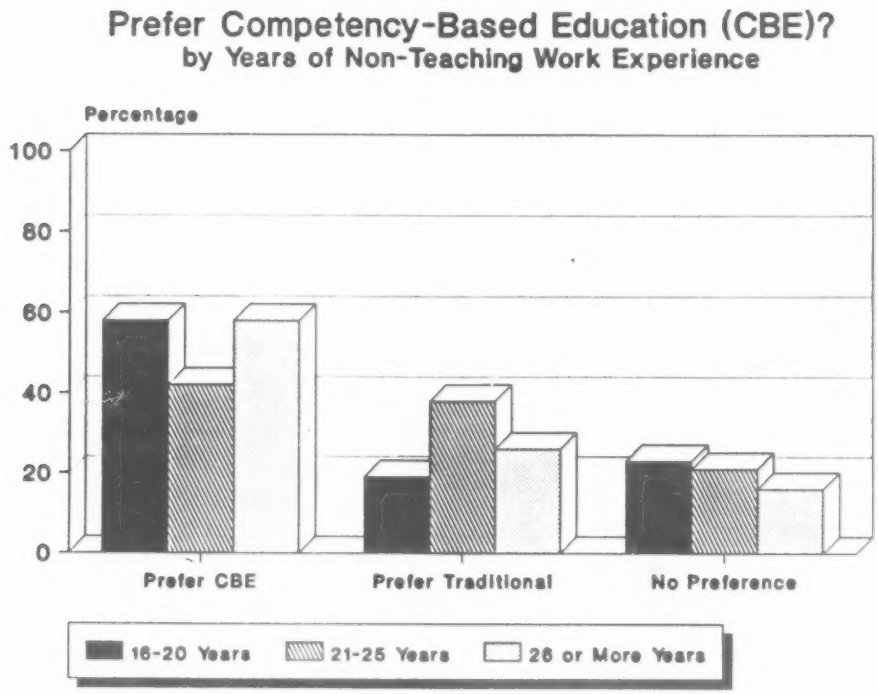
Prefer Competency-Based Education (CBE)?
by Years of Non-Teaching Work Experience



Preference	*1 - 5 Years*	*6 - 10 Years*	*11 - 15 Years*
Prefer Competency-Based Education Approach	38%	43%	33%
Prefer Traditional Approach	50%	16%	33%
Have No Preference	12%	41%	33%

Note. Number of respondents: 1-5 Years = 8; 6-10 Years = 37; 11-15 Years = 33; 16-20 Years = 31; 21-25 Years = 24; 26 or More Years = 19.

Figure 30 (continued)

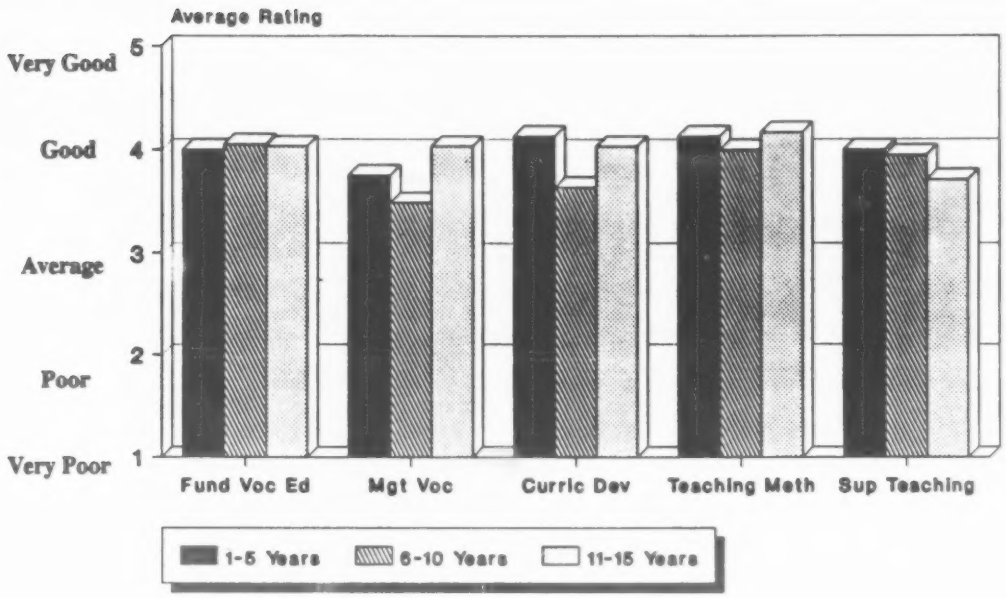


Preference	*16 - 20 Years*	*21 - 25 Years*	*26 or More Years*
Prefer Competency-Based Education Approach	58%	42%	58%
Prefer Traditional Approach	19%	38%	26%
Have No Preference	23%	21%	16%

Note. Number of respondents: 1-5 Years = 8; 6-10 Years = 37; 11-15 Years = 33; 16-20 Years = 31; 21-25 Years = 24; 26 or More Years = 19.

Figure 31

Trainees' Evaluation of Five Courses
by Years of Non-Teaching Work Experience

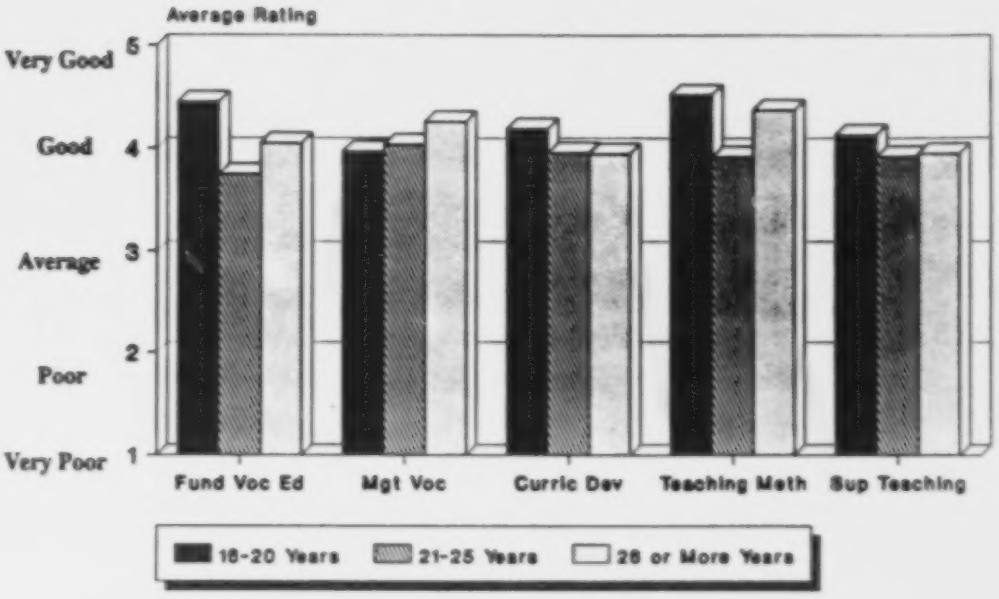


Course	*1 - 5 Years*	*6 - 10 Years*	*11 - 15 Years*
Evaluation of Five Courses: [a]			
Fundamentals of Vocational Education	4.00	4.05	4.03
Management of the Vocational Environment	3.75	3.49	4.03
Curriculum Development in Occupational Education	4.13	3.64	4.03
Teaching Methods	4.13	4.00	4.17
Supervised Teaching	4.00	3.95	3.71

Notes. Number of respondents: 1-5 Years = 8; 6-10 Years = 37; 11-15 Years = 33; 16-20 Years = 31; 21-25 Years = 24; 26 or More Years = 19.
(a) 1 = Very Poor 2 = Poor 3 = Average 4 = Good 5 = Very Good.

Figure 31 (continued)

Trainees' Evaluation of Five Courses
by Years of Non-Teaching Work Experience



Aspect of Program	*16 - 20 Years*	*21 - 25 Years*	*26 or More Years*
Evaluation of Five Courses: [a]			
Fundamentals of Vocational Education	4.45	3.75	4.05
Management of the Vocational Environment	3.97	4.04	4.26
Curriculum Development in Occupational Education	4.19	3.96	3.95
Teaching Methods	4.52	3.92	4.37
Supervised Teaching	4.13	3.92	3.95

Notes. Number of respondents: 1-5 Years = 8; 6-10 Years = 37; 11-15 Years = 33; 16-20 Years = 31; 21-25 Years = 24; 26 or More Years = 19.
(a) 1 = Very Poor 2 = Poor 3 = Average 4 = Good 5 = Very Good.

Figure 32

Trainees' Assessment of Training Program
by Years of Non-Teaching Work Experience

- Trainees with relatively more years of non-teaching work experience were significantly MORE SATISFIED than trainees with fewer years of non-teaching work experience with these program features:
    - Course materials
    - Course assignments and activities
    - Competency-based education approach
    - Instructors' knowledge of course material
    - Instructors' skill in presenting courses
    - Instructors' willingness to help trainees
- Trainees with more years of non-teaching work experience rated HOW WELL COURSES PREPARED them significantly HIGHER than trainees with fewer years of non-teaching work experience for these aspects of teaching:
    - Managing shop safety
    - Preparing instructional materials
    - Presenting information to students
    - Developing teacher-made tests
    - Knowing and following school policies
    - Using the project method
    - Using the group discussion method
    - Using team teaching
    - Using the inquiry method

Profiles of Trainees Most and Least Satisfied with Training

Figure 33 summarizes the characteristics of trainees who were generally most and least satisfied with the Chapter 74 Vocational Teacher Training Program in terms of : satisfaction with program features, rating of how well the courses prepared them for teaching, and overall evaluation of each of the five courses.

Figure 33

Profiles of Trainees Most and Least Satisfied with the Ch 74 Vocational Teacher Training Program

Most Satisfied:

- Prefer a Competency-Based Education (CBE) Approach
- Completed Courses at Univ Massachusetts, Boston
- Males
- High School Diploma or GED
- Teach Vocational Program Areas Other Than Health
- "More" Years Non-Teaching Work Experience

Least Satisfied:

- Prefer a Traditional Education Approach
- Completed Courses at Fitchburg State College
- Females
- Education Beyond High School Level (A.A., B.A., M.A.)
- Teach Allied Health Programs
- "Fewer" Years Non-Teaching Work Experience

Issues Raised by the Survey

This section summarizes some of the issues raised by the survey results and trainees' comments. No specific recommendations for addressing these issues are given.

Many teacher trainees were very satisfied with the Chapter 74 Vocational Teacher Training Program and reported that the program did a very good job of preparing them for teaching. The written comments of several trainees included praise for the program and instructors. For example, one trainee commented about the important role this program serves.

"Overall this is an excellent program. Finding, educating, and certifying quality instructors is a big step in guaranteeing the best possible education for the vocational students of Massachusetts. This program more than adequately accomplishes that goal.

From a personal point of view, this program introduced me to the world of teaching and has successfully pointed me in the direction of an exciting new career. For that I am very grateful. Thank you."

However, the survey results and trainees' comments did raise five issues that might be addressed in order to strengthen the Chapter 74 Vocational Teacher Training Program.

▪ Not all courses were implemented as Competency-Based Education.

Some trainees commented that some of the courses were **not** implemented as competency-based education. Given that the teacher training program has been structured as competency-based since only as recently as 1985, it may not be entirely surprising that some of the earliest courses offered were not well-

implemented as CBE.

But consistent implementation of CBE is an important goal of the program. Greater standardization of course materials and activities across the three teacher training institutions is needed.

- **Not all course topics were well-covered.**

Some trainees specifically commented that certain instructors did not follow the course outlines. In addition, trainees' ratings of how well the courses prepared them and their comments about specific topics revealed that trainees did not believe they were well-prepared for these aspects of teaching:

- Setting up and maintaining student records
- Managing shop safety
- Maintaining discipline in the shop or classroom
- Coordinating the shop curriculum with academic and related instruction
- Managing a vocational curriculum including implementing, budgeting, scheduling, and updating
- Understanding adolescent behavior and how it relates to student learning
- Planning instruction to meet individual student needs, especially those of special needs students
- Implementing teaching models other than the lecture and group discussion methods, specifically team teaching, computer-assisted instruction, the field trip method, and the inquiry method
- Implementing Competency-Based Vocational Education (CBVE) in their vocational classrooms

- **Some of the courses may lack "realism;" some course materials are outdated.**

One of the most frequent complaints found in the written comments of the trainees was that the courses lacked realism and did not prepare them for the kinds of situations and students they actually encounter in their teaching. Many trainees believed that the courses were out of touch with "today's students" and presented only methods for working with serious, cooperative ("ideal") vocational students.

Several trainees reported that course materials were outdated; one trainee claimed that some course materials were pre World War II.

▪ Trainees' assessment of the teacher training program differed significantly depending on the teacher training institution where they completed their course work.

Trainees who completed their course work at the University of Massachusetts at Boston gave significantly higher ratings to many aspects of the program than trainees who completed their courses at Fitchburg Stage College did. These differences may, in part, be due to how well the courses were implemented as competency-based. For example, 6 of the 7 trainees who commented that the courses had **not** been implemented as competency-based education completed the majority of their courses at Fitchburg State College.

▪ Certain "types" of trainees were more satisfied with the training program and gave significantly higher ratings to how well the courses prepared them for many aspects of teaching.

One of the challenges that faces the teacher training program is to meet the needs of a very diverse group of trainees; trainees represent a wide range of educational backgrounds, vocational program areas, years of non-teaching work experience, and learning style preferences.

Results of the survey showed that males, trainees with less formal education (GED or high school diploma), trainees who teach vocational program areas other than Allied Health, trainees with relatively more years of non-teaching work experience, and trainees who prefer a competency-based approach gave more positive assessments of the program than did their counterparts: females, trainees with more formal education, trainees who teach Allied Health programs, trainees with relatively fewer years of non-teaching work experience, and trainees who prefer traditional education approach.

In many instances, the types of trainees who were most satisfied with the program are those groups that predominate in the

courses in terms of enrollment, that is, males, trainees with less formal education, and trainees who teach in the trade and technical program areas.

These results by themselves do **not** necessarily mean that the teacher training program is placing certain types of trainees at a disadvantage in benefitting from the program. However, these findings should alert course developers and course instructors to the necessity of addressing the needs of all types of trainees.

Appendix A

Vocational Teacher Survey

Vocational Teacher Survey

The purpose of this survey is to find out how satisfied teacher trainees are with the Chapter 74 Vocational Teacher Training Program that they are required to take as part of their state approval as Chapter 74 vocational teachers.

Your cooperation in completing this survey is very important in helping the Massachusetts Department of Education to improve the teacher training program.

Your answers will be kept confidential and results will **not** *be reported in any way that can identify you. So you should feel free to answer all questions completely and honestly.*

1. Vocational program area you teach (for example, Carpentry, Auto Mechanics)
   _____

2. Number of years you have worked in your vocational area (non-teaching experience)
   _____

3. Sex: _____Male _____Female

4. Highest educational level (for example, high school diploma or GED, certificate, Associates degree, Bachelors degree, etc.) _____

5. Please indicate where you completed/are completing each of the five courses that are part of the Chapter 74 Vocational Teacher Training Program.

Course	*Fitchburg State*	*Westfield State*	*Univ. of Mass.*	*Another College*
Fundamentals of Vocational Education	____	____	____	____
Management of the Vocational Environment	____	____	____	____
Curriculum Development in Occupational Education	____	____	____	____
Teaching Methods in Vocational Education	____	____	____	____
Supervised Teaching	____	____	____	____

6. How *satisfied* are you with each of the following aspects of the Chapter 74 Vocational Teacher Training Program?

Very	*Some-what*	*Not at All*	
____	____	____	information the Department of Education provided about the courses
____	____	____	number of courses required (5)
____	____	____	amount of time allowed (3 years) to complete all 5 courses
____	____	____	times and dates courses were scheduled
____	____	____	course materials used
____	____	____	course assignments and activities
____	____	____	amount of work involved in courses
____	____	____	types of topics covered in courses
____	____	____	how completely topics were covered
____	____	____	"competency-based" education approach used
____	____	____	methods used for evaluating your performance and determining course grades
____	____	____	instructors' knowledge of the course material
____	____	____	instructors' skill in presenting courses
____	____	____	instructors' availability and willingness to help

7. The courses in the Chapter 74 Vocational Teacher Training Program are taught using a "competency-based" education approach. Compared to other courses that you have taken in high school (or college) which used a more traditional approach, do you:

____ prefer the competency-based education approach
____ prefer the traditional approach
____ have no preference

Why? _____

_____

8. Has the Chapter 74 Vocational Teacher Training Program done a good job of preparing you for the many tasks involved in teaching? Indicate how well the courses have prepared you for each of the following.

How well have courses prepared you?			
Very Well	*Somewhat*	*Not at All*	
___	___	___	understanding the history of vocational education
___	___	___	knowing the federal, state and local funding sources for vocational education
___	___	___	knowing the main points of state and federal laws that affect vocational education
___	___	___	understanding child labor laws, safety regulations, student rights
___	___	___	organizing the shop layout, including tools, equipment, supplies, and work stations
___	___	___	maintaining student discipline in the shop
___	___	___	setting up and maintaining student records and forms, such as attendance and grades
___	___	___	managing shop safety, including organizing safety devices and knowing life-saving techniques
___	___	___	selecting and using a program advisory committee
___	___	___	using curriculum resources, such as the Massachusetts Vocational Curriculum Resource Center, universities, and professional journals
___	___	___	developing a new curriculum, including all stages from assessing labor market data to developing lesson plans
___	___	___	modifying existing curriculum on the basis of need, review by advisory committee, equipment, and student population
___	___	___	coordinating the shop curriculum with academic and related instruction

How well have courses prepared you?

Very Well	*Somewhat*	*Not at All*	
___	___	___	managing vocational curriculum, including implementing, budgeting, scheduling, and updating
___	___	___	developing lesson plans
___	___	___	selecting and preparing instructional materials
___	___	___	presenting information to students using a variety of visual aids
___	___	___	developing teacher-made tests that measure program objectives and determining student grades
___	___	___	understanding adolescent behavior and how it relates to student learning
___	___	___	planning instruction to meet individual student needs, such as learning style, ability, and special needs
___	___	___	knowing and following school policies
			implementing a variety of teaching models:
___	___	___	lecture method
___	___	___	project method
___	___	___	group discussion method
___	___	___	field trip method
___	___	___	individualized instruction
___	___	___	team teaching
___	___	___	computer-assisted instruction
___	___	___	inquiry method
___	___	___	implementing Competency-Based Vocational Education (CBVE), including curriculum materials, classroom management techniques, and student progress records

9. What is your **overall evaluation** of each of the five courses in the Chapter 74 Vocational Teacher Training Program?

Course	*Very Good*	*Good*	*Average*	*Poor*	*Very Poor*
Fundamentals of Vocational Education	___	___	___	___	___
Management of the Vocational Environment	___	___	___	___	___
Curriculum Development in Occupational Education	___	___	___	___	___
Teaching Methods in Vocational Education	___	___	___	___	___
Supervised Teaching	___	___	___	___	___

COMMENTS Use the space below and the back of this page to comment on the Chapter 74 Vocational Teacher Training Program or the vocational teacher approval process.

Thank you for completing this survey! Please return the survey in the prepaid envelope to:

Division of Occupational Education
Bureau of Planning, Research, and Evaluation
1385 Hancock Street
Quincy, Massachusetts 02169

COMMENTS

Please return the survey in the prepaid envelope to:

Division of Occupational Education
Bureau of Planning, Research, and Evaluation
1385 Hancock Street
Quincy, Massachusetts 02169

Appendix B

Responses to Survey Items

Overall and By Teacher Training Institution

Table 2

Trainees' Satisfaction with Aspects of the Chapter 74 Vocational Teacher Training Program

Aspect of Program	*Overall*	*Fitchburg State*	*Univ. Mass., Boston*	*Westfield State*
Information the Department of Education provided				
Very Satisfied	49%	42%	59%	41%
Somewhat	42%	47%	36%	48%
Not at All	8%	11%	5%	11%
Number of courses required				
Very Satisfied	57%	58%	61%	44%
Somewhat	37%	37%	31%	52%
Not at All	6%	5%	8%	4%
Amount of time allowed to complete courses				
Very Satisfied	76%	72%	85%	63%
Somewhat	22%	23%	15%	37%
Not at All	2%	5%	0%	0%
Times and dates courses were scheduled				
Very Satisfied	58%	53%	64%	52%
Somewhat	34%	42%	28%	30%
Not at All	8%	5%	8%	18%
Course materials used				
Very Satisfied	42%	29%	54%	44%
Somewhat	47%	53%	40%	48%
Not at All	11%	18%	6%	8%

Note. Number of respondents: Overall = 156; Fitchburg = 62; Univ Mass = 67; Westfield = 27.

Table 2 (continued)

Trainees' Satisfaction with Aspects of the Chapter 74 Vocational Teacher Training Program

Aspect of Program	*Overall*	*Fitchburg State*	*Univ. Mass., Boston*	*Westfield State*
Course assignments and activities				
Very Satisfied	42%	34%	52%	37%
Somewhat	49%	58%	40%	48%
Not at All	9%	8%	8%	15%
Amount of work involved in courses				
Very Satisfied	45%	45%	48%	37%
Somewhat	50%	50%	49%	52%
Not at All	5%	5%	3%	11%
Types of topics covered				
Very Satisfied	48%	42%	60%	33%
Somewhat	43%	44%	37%	56%
Not at All	9%	14%	3%	11%
How completely topics were covered				
Very Satisfied	40%	31%	48%	41%
Somewhat	52%	58%	49%	48%
Not at All	8%	11%	3%	11%
"Competency-based" education approach used				
Very Satisfied	37%	29%	45%	33%
Somewhat	43%	45%	39%	48%
Not at All	21%	26%	16%	19%

Note. Number of respondents: Overall = 156; Fitchburg = 62; Univ Mass = 67; Westfield = 27.

Table 2 (continued)

Trainees' Satisfaction with Aspects of the Chapter 74 Vocational Teacher Training Program

Aspect of Program	*Overall*	*Fitchburg State*	*Univ. Mass., Boston*	*Westfield State*
Methods used for determining course grades				
Very Satisfied	57%	45%	69%	56%
Somewhat	40%	48%	30%	44%
Not at All	3%	7%	1%	0%
Instructors' knowledge of course material				
Very Satisfied	69%	58%	76%	74%
Somewhat	29%	37%	24%	26%
Not at All	2%	5%	0%	0%
Instructors' skill in presenting courses				
Very Satisfied	58%	50%	66%	59%
Somewhat	38%	44%	33%	37%
Not at All	4%	6%	1%	4%
Instructors' availability and willingness to help				
Very Satisfied	78%	72%	86%	70%
Somewhat	20%	26%	12%	26%
Not at All	2%	2%	2%	4%

Note. Number of respondents: Overall = 156; Fitchburg = 62; Univ Mass = 67; Westfield = 27.

Table 3

Trainees' Assessment of How Well Courses Have Prepared Them in

FUNDAMENTALS OF VOCATIONAL EDUCATION

Teaching Task	*Overall*	*Fitchburg State*	*Univ. Mass., Boston*	*Westfield State*
Understanding the history of vocational education				
Very Well Prepared	65%	67%	67%	58%
Somewhat	33%	33%	32%	34%
Not at All	2%	0%	1%	8%
Knowing the federal, state, and local funding sources for vocational education				
Very Well Prepared	57%	67%	54%	42%
Somewhat	40%	31%	42%	54%
Not at All	3%	2%	4%	4%
Knowing the main points of state and federal laws that affect vocational education				
Very Well Prepared	63%	67%	61%	58%
Somewhat	37%	33%	39%	42%
Not at All	0%	0%	0%	0%
Understanding child labor laws, safety regulations, and student rights				
Very Well Prepared	64%	67%	60%	61%
Somewhat	33%	33%	36%	35%
Not at All	3%	0%	4%	4%

Note. Number of respondents: Overall = 156; Fitchburg = 58; Univ Mass = 72; Westfield = 26.

Table 4

Trainees' Assessment of How Well Courses Have Prepared Them in

MANAGEMENT OF THE VOCATIONAL EDUCATION

Teaching Task	*Overall*	*Fitchburg State*	*Univ. Mass., Boston*	*Westfield State*
Organizing the shop layout, including tools, equipment, supplies, and work stations				
Very Well Prepared	48%	38%	61%	37%
Somewhat	34%	41%	22%	44%
Not at All	18%	21%	17%	19%
Maintaining discipline in shop				
Very Well Prepared	33%	34%	33%	33%
Somewhat	53%	50%	57%	48%
Not at All	14%	16%	10%	19%
Setting up and maintaining student records and forms				
Very Well Prepared	40%	40%	46%	26%
Somewhat	40%	40%	39%	41%
Not at All	20%	20%	15%	33%
Managing shop safety, including organizing safety devices and knowing life-saving techniques				
Very Well Prepared	37%	27%	42%	44%
Somewhat	41%	52%	40%	22%
Not at All	22%	21%	18%	33%

Note. Number of respondents: Overall = 152; Fitchburg = 58; Univ Mass = 67; Westfield = 27.

Table 5

Trainees' Assessment of How Well Courses Have Prepared Them in

CURRICULUM DEVELOPMENT IN OCCUPATIONAL EDUCATION

Teaching Task	*Overall*	*Fitchburg State*	*Univ. Mass., Boston*	*Westfield State*
Selecting and using a program advisory committee				
Very Well Prepared	48%	40%	51%	60%
Somewhat	39%	42%	40%	28%
Not at All	13%	18%	9%	12%
Using curriculum resources, such as the Massachusetts Vocational Curriculum Resource Center, universities, and professional journals				
Very Well Prepared	77%	77%	81%	64%
Somewhat	18%	19%	14%	28%
Not at All	5%	4%	4%	8%
Developing a new curriculum, including all stages from assessing labor market data to developing lesson plans				
Very Well Prepared	54%	45%	60%	56%
Somewhat	36%	39%	34%	36%
Not at All	10%	16%	6%	8%

Note. Number of respondents: Overall = 152; Fitchburg = 57; Univ Mass = 70; Westfield = 25.

Table 5 (continued)

Trainees' Assessment of How Well Courses Have Prepared Them in

CURRICULUM DEVELOPMENT IN OCCUPATIONAL EDUCATION

Teaching Task	*Overall*	*Fitchburg State*	*Univ. Mass., Boston*	*Westfield State*
Modifying an existing curriculum on basis of need, review by advisory committee, equipment, and student population				
Very Well Prepared	50%	46%	51%	56%
Somewhat	39%	40%	42%	28%
Not at All	11%	14%	7%	16%
Coordinating the shop curriculum with academic and related instruction				
Very Well Prepared	36%	35%	39%	32%
Somewhat	44%	46%	44%	40%
Not at All	20%	19%	17%	28%
Managing a vocational curriculum, including implementing, budgeting, scheduling, and updating				
Very Well Prepared	22%	23%	24%	16%
Somewhat	57%	61%	54%	56%
Not at All	21%	16%	22%	28%

Note. Number of respondents: Overall = 152; Fitchburg = 57; Univ Mass = 70; Westfield = 25.

Table 6

Trainees' Assessment of How Well Courses Have Prepared Them in

TEACHING METHODS

Teaching Task	*Overall*	*Fitchburg State*	*Univ. Mass., Boston*	*Westfield State*
Developing lesson plans				
Very Well Prepared	62%	56%	65%	70%
Somewhat	31%	33%	32%	22%
Not at All	7%	11%	3%	8%
Selecting and preparing instructional materials				
Very Well Prepared	56%	53%	64%	44%
Somewhat	39%	39%	34%	48%
Not at All	5%	8%	2%	8%
Presenting information to students using a variety of visual aids				
Very Well Prepared	55%	41%	66%	63%
Somewhat	37%	45%	31%	33%
Not at All	8%	14%	3%	4%
Developing teacher-made tests that measure program objectives				
Very Well Prepared	43%	36%	52%	37%
Somewhat	41%	39%	40%	48%
Not at All	16%	25%	8%	15%

Note. Number of respondents: Overall = 156; Fitchburg = 64; Univ Mass = 65; Westfield = 27.

Table 6 (continued)

Trainees' Assessment of How Well Courses Have Prepared Them in

TEACHING METHODS

Teaching Task	*Overall*	*Fitchburg State*	*Univ. Mass., Boston*	*Westfield State*
Understanding adolescent behavior and how it relates to student learning				
Very Well Prepared	29%	17%	42%	26%
Somewhat	49%	56%	42%	52%
Not at All	22%	27%	18%	22%
Planning instruction to meet individual student needs, such as learning style, ability, and special needs				
Very Well Prepared	34%	25%	40%	45%
Somewhat	49%	55%	49%	33%
Not at All	17%	20%	11%	22%
Knowing and following school policies				
Very Well Prepared	53%	57%	56%	35%
Somewhat	41%	40%	37%	54%
Not at All	6%	3%	7%	11%
Using the lecture method				
Very Well Prepared	57%	55%	58%	58%
Somewhat	39%	40%	39%	34%
Not at All	4%	5%	3%	7%

Note. Number of respondents: Overall = 156; Fitchburg = 64; Univ Mass = 65; Westfield = 27.

Table 6 (continued)

Trainees' Assessment of How Well Courses Have Prepared Them in

TEACHING METHODS

Teaching Task	*Overall*	*Fitchburg State*	*Univ. Mass., Boston*	*Westfield State*
Using project method				
Very Well Prepared	53%	47%	58%	50%
Somewhat	38%	45%	32%	42%
Not at All	9%	8%	10%	8%
Using group discussion				
Very Well Prepared	50%	46%	54%	46%
Somewhat	41%	45%	38%	42%
Not at All	9%	9%	8%	12%
Using field trip method				
Very Well Prepared	27%	26%	28%	27%
Somewhat	44%	45%	42%	50%
Not at All	29%	29%	30%	23%
Using individualized instruction				
Very Well Prepared	45%	40%	53%	38%
Somewhat	41%	48%	36%	39%
Not at All	14%	12%	11%	23%
Using team teaching				
Very Well Prepared	24%	26%	25%	19%
Somewhat	42%	41%	40%	46%
Not at All	34%	33%	35%	35%

Note. Number of respondents: Overall = 156; Fitchburg = 64; Univ Mass = 65; Westfield = 27.

Table 6 (continued)

Trainees' Assessment of How Well Courses Have Prepared Them in

TEACHING METHODS

Teaching Task	*Overall*	*Fitchburg State*	*Univ. Mass., Boston*	*Westfield State*
Using computer-assisted instruction				
Very Well Prepared	15%	15%	17%	12%
Somewhat	26%	26%	21%	42%
Not at All	59%	59%	62%	46%
Using the inquiry method				
Very Well Prepared	27%	24%	32%	19%
Somewhat	47%	53%	44%	38%
Not at All	26%	23%	24%	43%
Implementing Competency-Based Vocational Education (CBVE), including curriculum materials, classroom management techniques, and student progress records				
Very Well Prepared	47%	35%	61%	39%
Somewhat	35%	34%	33%	42%
Not at All	18%	31%	6%	19%

Note. Number of respondents: Overall = 156; Fitchburg = 64; Univ Mass = 65; Westfield = 27.

Table 7

Trainees' Overall Evaluation of Each Course in the Chapter 74 Vocational Teacher Training Program

Course	*Overall*	*Fitchburg State*	*Univ. Mass., Boston*	*Westfield State*
Fundamentals of Vocational Education				
Very Good	47%	53%	42%	50%
Good	25%	21%	26%	27%
Average	19%	15%	21%	23%
Poor	7%	9%	8%	0%
Very Poor	2%	2%	3%	0%
Management of the Vocational Environment				
Very Good	38%	41%	37%	33%
Good	29%	31%	27%	30%
Average	21%	14%	21%	33%
Poor	9%	10%	10%	4%
Very Poor	3%	4%	5%	0%
Curriculum Development in Occupational Education				
Very Good	46%	37%	52%	48%
Good	21%	23%	22%	16%
Average	20%	21%	19%	20%
Poor	10%	14%	7%	12%
Very Poor	3%	5%	0%	4%

Note. Number of respondents: Overall = 156; Fitchburg = 62; Univ Mass = 67; Westfield = 27.

Table 7 (continued)

Trainees' Overall Evaluation of Each Course in the Chapter 74 Vocational Teacher Training Program

Course	*Overall*	*Fitchburg State*	*Univ. Mass., Boston*	*Westfield State*
Teaching Methods in Vocational Education				
Very Good	54%	48%	62%	44%
Good	23%	23%	19%	33%
Average	13%	19%	8%	11%
Poor	7%	7%	6%	8%
Very Poor	3%	3%	5%	4%
Supervised Teaching				
Very Good	44%	38%	46%	50%
Good	24%	24%	24%	23%
Average	19%	21%	20%	11%
Poor	9%	12%	7%	8%
Very Poor	4%	5%	3%	8%

Note. Number of respondents: Overall = 156; Fitchburg = 62; Univ Mass = 67; Westfield = 27.

Appendix C

Teacher Trainees' Written Comments

I believe this program could be revised and taught in two 6 credit programs, with about half the amount of paperwork that is now required as half of my papers were never even checked by an instructor at the end of each course.

Due to special difficulties, i.e. working 2nd shift (3:30 - 12:00 p.m.) I found it difficult to meet some of the course scheduling, and required an extension of the 3 year period allowed for completing my courses.

Also, I found an undue amount of reading, writing, etc. which I did not find adequate time for, as I am at present full time in industry. I feel that more "hands on" training would be more beneficial than paperwork.

I also found it difficult, being in industry, and not really having an opportunity to put what I had learned into practice while it was still fresh in my mind. I feel that I would have profited much by working 2 or 3 hours in a classroom with a master teacher and observing each course in action as part of curriculum and course requirement.

I was very satisfied with the curriculum at Westfield State Teachers College. Everyone of my professors, I rate as excellent.

I feel that the state of Massachusetts should provide health education to students in junior and/or senior high school.

Obviously, I was not happy with the information I received at Westfield State.

On a positive note - every effort was made to meet our needs in regard to class meeting locations and times. The teachers and administrators realized our logistical problems and worked with us.

The negative side unfortunately is heavier.....

Teachers, while being concerned and nice, were of poor quality. Many did not speak correct English and were not able to and did not cover material. Example: It took 3 meetings of the CBVE course for me to understand what we were talking about! I only understood then because I read the text which I understand is no longer being used. "Curriculum" was never even defined much less CBVE. These types of courses don't

meet our needs. We were all anxious to learn more about the process of education (how to write a curriculum - what is curriculum) and instead we received a lot of wordy jargon.

The assignments were not relevant and were redundant. One can learn most of what is necessary from writing 5 task analysis: twenty five is 20 too many!!

I don't quarrel with the fact that we need basic preparation to teach but I definitely feel my 18 hours were a waste of time and money. I shared this feeling on every class evaluation I gave at Westfield State. We were merely satisfying requirements.

The Fundamentals and Management courses were outstanding in that they were the only courses I felt I learned something from. In any other college situation I would say they were fair - at Westfield State they were good!

I found that some of the instructors did not update their material and were not as enthusiastic as I would have liked to see them. Teachers who are teaching "would be teachers" should be good examples and not all were. Overall the material presented was adequate and useful although sometimes more in theory than in reality in a shop situation.

I feel Management of the Vocational Environment should deal more with managing a classroom realistically, to handle todays students instead of learning quotes from different authors about education.

I feel the teacher approval process that includes a written and practical examinations was very well organized, very effective and very thorough.

When the process continued to the classroom it became unrealistic and ineffective, not to mention uninteresting. The classes geared teaching to cooperative, serious students who we all know are far and few between. Six years ago I had a rude awakening to find out not all of my students wished to be chefs.

Still the battle goes on to leave a respectful impression on each of them regardless of their individual futures.

Supervised development, I felt was a worthwhile class. I learned more on my own while a supervisor coached from the sidelines than I did attending all four of the other classes.

I thoroughly enjoyed the course and the instructors. I managed to learn a number of new approaches that I could have used in business (I managed/owned a printing shop). I teach in a comprehensive high school and have found the approaches interesting and stimulating and actually catch the attention of core-city high school students. They enjoy my shop and I enjoy preparing them for whatever road they choose on graduation.

The more videos the better. They recall and implement what they see on TV very well.

---

1. Have teachers buy the state CBVE course for their trade. Analyze it or part of it. Make up lesson plans from it. Give practice lessons.

2. Provide each student teacher a class management situation book. Take turns acting out the situations.

3. Get a classroom/shop discipline techniques book with ideas on how to avoid the office system.

4. Act out discipline situations. Teachers need to know what to say in advance of trouble so they appear confident.

I felt the process is very good.

Methods of teaching is quite important. You may know your subject, but it's necessary to know how to teach it.

A lot of work was, devoted to paperwork and listening to a lecture. I would of liked more actual training ("hands on"). More on discipline procedures would have been helpful, and on management of environment. (shop and class).

I would of liked to had some physics taught to me. As I am having to be pushed int. Principles of Technology.

As a teacher in a program of a more academic nature, I found the Vocational Teacher Training Program adequate but lacking in podium skills and curriculum development and preparation.

I think the training program is a good teacher training start but I don't believe even 100 hours of instruction can get anyone ready for today's high school students. The course is based on the old days of Voc Ed when it meant something good to go and to graduate from a Voc high school. Unfortunately today's students are much different and in that respect is very hard to get new teachers to stay for very long maybe there should be more on dealing with the voc student of the eighties and nineties.

More courses on special need student and how to teach and understand their needs.

Courses should be offered by the Dept. of Voc Ed after all they are the experts in all phases of Voc Ed.

Hats off to the new teacher training lessons offered by Dept. of Voc Ed. It's helping.

Some of the instructors, though they have their PhDs, can't teach. One could.

It seems like vocational teaching courses are one step below those required to teach academics. Why?

Vocational teachers should be certified and not approved.

Vocational teaching courses and academic teaching courses should be interchangeable!!

I think if students in the courses are already teaching in a high school the supervised teaching should be given in two parts. At the start of the courses and then at the end of the 5. It would have been more helpful to be "viewed" early on in one's teaching career.

Cancellations were a problem. Maybe mandatory preregistration for these would help!

The vocational teacher training program was very informative on the background of vocational training. However, I learned the most from my peers in the classroom in sharing some of the daily problems that occurred in the shops and how they resolved them. Especially in discipline. The instructor that taught the courses was very helpful in many ways. He made us feel very important in the new venture of teaching.

I enjoyed very much the seminar at Westfield State last June 88.

It seemed well thought out, and regulated.

The fundamentals of voc ed and management of voc environment seemed to be a waste of time. Curriculum Development in Oc Ed was too rushed. The others were great.

I would like a chance to answer a survey on the testing for approval. I don't feel as though the testing is fair.

A lot of time was spent on laws, rules, etc. and very little time on "teaching". I have learned much more about teaching methods, strategies, learning styles, etc. from our own in-services at our school. In that way, the courses were a disappointment.

I would have been further ahead if the course represented a clearer picture of the vocational student. His or her problems with discipline and more background on the type of children that we have to deal with.

Management course was not well prepared. Teacher didn't stay on track
wasted my valuable time!

Other courses in particular last 2 were excellent - teachers were very informative.

This survey should have followed more closely after the completion of the courses, 14 months later??

The training program was very helpful in applying techniques taught and other experiences to my subject areas.

The teacher approval policies seems very well put together now, if as rumor has it, is lengthen or toughened up I feel new teachers will not enter the field.

First of all when I got my provisional approval 3 years ago, I was told I needed 6-3 credit courses. Are you now telling me I threw away $300 on a course I didn't need? If so I'm indignant at the lack of contact between the Dept. of Ed and struggling young teachers. The fact that I had to pay so much for these courses was extremely upsetting considering the pay scale I'm on. A system should be developed whereby teachers could be trained without such a complete waste of time and money as these courses turned out to be.

Also the teacher instruction should be geared more toward the field the teacher is in, just as if we were training to be academic teachers. Most of the course content in teaching methods was geared toward the trade and not toward the theoretical aspects of Child Care. The children we work with are not loaves of bread and the teaching process is very different because of the nature of our work.

Finally, after going to "real" college I found the incompetence of most of my instructors to be criminal - especially [Teacher X and Teacher Z]. I eventually come to believe that somehow Fitchburg had purposely set them up as examples of how not to teach, because that was the only positive effect of their courses.

At any rate, I feel the whole system should be revised with vocational schools offering instruction at little or no cost to their new teachers as part of an incentive to attract competent people into the teaching field with emphasis on team teaching with experienced teachers in one's own field.

It was a great experience!

The machining Trade is changing to Computer Numerical Control. This means the teaching done on present machines is going to be history, soon.

A partnership with manufacturing must be reached. The Cost's of machines is unbelievable.

Just teaching C.N.C. Theory will help.

A C.N.C. "Center" would be helpful. Just demonstrations at a sales house would be helpful. Like "methods" in Sudbury. Programs could be written beforehand and then put into the machine. Good Luck.

I found the supervised teaching course very disappointing. I found it unfair to certain people. It wasn't well organized. The instructors weren't helpful or informative.

It's understandable at times to travel long distances for a course. Most courses are very good with very valuable information. But, I dare say if I had taken fundamentals out of Worcester first, I would not be teaching today. It is not my intention to use this opportunity to unfairly grade this teacher because I disagreed with him. Even though he did to myself and others what matters is not his austere desire for failure in his classroom. More importantly issues that cause us apprehension in class like the discipline and order of a classroom and the legalities of it. Specific avenues in these areas and others should be addressed and not briefly passed over with stock answers.

For in the final analysis I really don't care about federal funding sources or budgeting histories. It doesn't help me or my students in class. Maybe some updating of the training program curriculum is needed along with some training and or evaluation of the people teaching it.

I found the history of "voke" ed discussed in fundamentals of "voke" ed very interesting. The management course made me realize the importance of shop safety. The curriculum course really got me organized by developing a good lesson plan which I can add new material and delete as more modern methods come into practice. Teaching methods made me realize that you can never assume or take for granted a student knows anything, the supervised teaching allowed a skilled teacher to give me very helpful constructive criticism on my teaching methods. Good program!

OE 202 would be better taught in a "shop" setting

The paperwork required to read/do for OE205 is extremely labor intensive for the time allotted in course. A lot of material to cover.

Mr. Delorey has helped me immensely in efforts to be the best teacher I can be. I cannot say enough about Mr. Delorey's teaching methods and his influence on the entire class. He has been a great inspiration to me and I feel I am a better teacher because of the instructor I had for curric. develop. and teaching methods (Mr. Delorey).

The way Mr. Prioli handled supervised teaching as a significant help to me because of the attitude he had given me, one of "I am here to help, not hinder, your teaching performance."

The courses are apparently geared towards new and unexposed teachers. It seems, through my experiences, that the vast majority of students in these courses have been actively employed teachers for 1-3 years before they finish/start all the courses. There is no prerequisite system. Your first course could be curriculum development & then go on to fundamentals of voc. ed., etc.

The courses are not real life. I had to learn how to do my job, not through the required courses, but through classroom and shop experience(s).

Some (I hope a very few) instructors (2 in my case) treated the courses and students as if we owed them, and set up inflexible course schedules (labs, meeting times & dates) to suit themselves. I had to withdraw from one such course due to this. A lot of the course was theoretical, but what we as new teachers need is hard, cold facts and help in how it all works in real life, not books.

All in all, I feel that, for the most part, I had to spend a lot of money, and more importantly, time that I could ill afford from my duties at my school, my students, and my home life, to concentrate on fulfilling the state requirements and prove that I'm competent in my trade to teach it.

Thank you for the opportunity to express my feelings and opinions.

I feel more help & direction is needed in the supervised teaching course. Also more courses & educational direction should be given at the end of the supervised teaching.

If I can be of any help & if you would like to further discuss this program, please feel free to contact me.

I really do enjoy teaching.

Your fundamental course is historical in design and self-indulgent. Time could prepare teachers better in grants and how to get them, than where they came from.

Your curriculum design course is also not in being realistic. A curriculum can be made but lesson plans depend on the ability of students. Because we are not yet teachers, there's no way of knowing this.

Your teaching methods are designed for a perfect class of voc. students. Wake Up!! They do not exist!!

All and all a good program.

I enjoyed all the courses offered for Vocational Education. The only problem I have is the assessability of courses to my location which is Fall River, MA. I am in the process of getting a bachelors degree in vocational ed. but I am cautious because of the lack of courses offered in my area.

Two major disappointments:

1. Not having classes at the sites advertised & not finding out until you show up for the first class.

2. I kept hearing rumors about UMass offering the B.S.V.E. Program, but no one at UMass knew anything about it. The other colleges are too far (Fitchburg State) & do not offer off campus courses in the Boston area.

3. Also - No referrals (job openings) from your office.

I expected the program to actually prepare me to teach. In reality, I learned to teach by doing it, day to day, student to student. The most essential areas were not covered well and did not answer my questions. These are discipline, grading, and daily procedures, such as attendance and competency records. The program should deal with actual teaching on more realistic level.

A few of the teachers seem to have been teaching the same subject for several years, much of it seems "old-fashioned" and doesn't seem to be dealing with "current" problems and situations we face in todays classroom.

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1. Trade experience cannot be learned in an academic environment. We need more skilled craft persons in our tech & trade programs. Increase trade or tech requirements. Don't water them down.

2. Waivers should only be issued to instructors who have applied for testing (written & practical) or are taking Chapter 74 Voc Teacher-Training courses not to exceed 4 years total.

3. An Associates Degree should be a requirement within a 5 yr time period. Additional courses in philosophy and psychology. (minimum degree required)

As we ask more from our academic teachers and students we must ask for more from our vocational instructors & students.

4. More emphasis on Vocational & Tech Programs. For non-college bound students. If we are to grow as a state and nation, we must have a skilled and productive work force. We don't need more chiefs we need Indians. (Tax payers).

5. More academic & vocational relationships in courses taught.

- Good program!!

- Give more equity to certified course toward approval

The only change I'd like to see is making Teaching Methods I the first required course. Discipline in the classroom is the most pressing demand for a new teacher.

I think that the order of the courses should be changed, so that a new teacher can use the benefit of teaching methods, & environment management first, & save fundamentals of voc. ed. for last.

In my opinion curriculum development should go back to the conventional curriculum that can be easily read & understood, and competency based curriculum could be adequately used to fuel the state house furnace.

Not one of these classes help you walk into the classroom for the first time and understand what to do next.

A course in career development

More time should be spent with other instructors in the field.

As a new instructor their was a lack of communications on the important subjects, discipline, course of study, selecting instructional material, coordinating shop curriculum with academic instructor. A workshop with other instructors would be very helpful.

Fundamentals of Vocational Education is an adequate introduction to the vocational system.

Other courses as designed cannot meet the needs of teachers of such varied educational background as high school, associate, bachelors and masters levels. Teachers who have received a bachelors degree or higher have often taken courses which have material such as teaching methods and curriculum development integrated into their programs.

Other courses as designed also do not take into account the area the teacher is involved in. For example, requiring a nursing instructor to take a course in management of the vocational environment, which is totally "shop" oriented is absurd. Our safety and management concerns in both of the nursing equivalents, the hospital and the nursing laboratory, are more than adequately addressed by our own nursing education and institutions. We teach first aid, safety and nsg management and certainly do not need to take courses in it.

As with all educational experiences, how good a course is, is directly related to the instructor's knowledge and expertise. Although I have already mailed, at the appropriate times, the evaluations for specific teachers, I would like to again reinforce what excellent teachers and role models that Mr. Ed Barry and Mr. Ed Traverso were in the program.

No comments. Good program and thorough. Thank you.

Very satisfied with basic format of program.

1-Courses (not all) did not have text books to follow and because of this seemed to jump around. Certain teachers indicated that they did not have an outline to follow. Testing was poor and inconsistent. Some material was covered in several courses. (Duplication)

Some of the materials used in my fundamental course such as forms were very outdated. I myself took all of the courses before taking a teaching position which I felt to be very helpful.

I feel that five courses are not enough to prepare an individual for a position in vocational education.

Some material used in these courses seems to be outdated and not in tune with todays student population.

More time should be spent learning the fundamentals of learning styles and how they effect students performance. Handling discipline problems have to be covered more thoroughly. Group discussions and problem solving should be utilized. Lifestyles of todays students, coping with drug problems, and making contact with our students here to be emphasized.

I was very disappointed in the supervised teaching course. Follow-up and a basic understanding of what was being asked were lacking.

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1. The approval process is adequate for a teacher.

2. The curriculum development course contained too much abstract theory, and its relevance to real classroom situations was not apparent. A more "hands-on" approach would perhaps be desirable.

I found there to be lot of repetition from one course to another regarding topic covered.

My biggest complaint is that an incredible amount of weight is placed on heavily planned and documented lesson plans yet in all the courses I took through Fitchburg, I was never shown one that was being used in a system. Stress was continually placed upon developing our own but with no usable examples or models.

The program should do what its title says, train teachers how to teach! More effort and time should be spent on the basic things to make this possible! Development of pertinent curriculum, lesson planning, record keeping, test development, grading, discipline, assessing student abilities and development of lessons to coincide with these abilities, classroom strategies and behavorial problems.

Management of the Vocational Environment was a big disappointment. No course outline or expectation given to students. I was hoping to learn a lot more from this class. No C.B.V.E. used.

All other classes taught in a very professional manner.

The best courses Teaching Methods & Supervised Teaching

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1. As I am a postsecondary instructor I feel that there should be courses & assignments dealing with laws & available monies for postsecondary education. Although my "fundamentals" instructor was excellent the course material does not have a practical application. As does a majority of the material in the other courses.

2. The course I was truly hoping to receive some practical information from "Curriculum Development" was the biggest disappointment of all. The instructor did not

even attempt to follow the curriculum outline set forth by the Division of Occ Ed (i.e. 4 of the 10 lectures were spent with the instructor lecturing on Greek philosophy) Also, despite Fitchburg's Directive the instructor collected the instructor evaluations, thereby not allowing the class the freedom to be honest in there evaluation.

This course was a particular disappointment to me, because at that time I was in the process of making MAJOR curriculum changes

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The Curriculum Development Course I took did not help me develop a curriculum for my program. Instead I had to put together an annotated bibliography on research material for putting together a curriculum, It was a waist of time and money besides the fact that I doubt I will ever use the bibliography. I have taken all courses and I still don't have a decent curriculum. The other courses were very informative and helpful. All the courses I had were taken at Southeastern Regional Voc except for the Management Course which was taken at New Bedford Voc. My favorite course was Fundamentals of Voc. Ed with Phillip Drugge. I did find the homework load a bit heavy in Management Course I took at New Bedford Voc.

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5 courses, although superb in content, is not enough as far as spec. ed. students concerned.

Need to expand those 18 credits - 30?

What is need is vocational teachers needs more ways to adapt there trades to special needs students. In my trade area it is not as much as a problem, but in other trades I can see it to be a problem.

We need more resource TRADE teachers.

I think more time and effort would be better used somewhere other than

1. Fundamentals of Voc Ed.

2. Management of the Voc Environment

However I feel that the teaching methods courses where the ones which best prepared myself for what was really to happen.

Curriculum Development was a disappointment to me. The course served no purpose to me at all. I feel this is where I could have really used some background.

Should update (course material) in teaching methods in vocational education. Now using 1968 material.

Curriculum Dev. course I took was not very well organized. It had two instructors, a large class & instructions were not clear.

I felt that both Fundamentals & Management materials were redundant & could easily be combined into one course.

Overall, I was pleased with the courses offered. I thought the teachers were very knowledgeable and a big help with my questions.

I would have preferred to have more instructions covering classroom discipline and environment for example the psychological makeup of students.

I found the curriculum development and teaching methods courses very thorough in their subject matter and of great help to my teaching.

Need behavioral psychology to understand how to work with a teenager. Less history and law. More knowledge of how to teach, develop lessons and utilize equipment curriculum development. More "how" not "why".

I believe more monies should be allotted by the state to keep instructors in vocational teaching. Because of budget cuts this year I do not have a contract 89-90 and I am being let go. Its too bad because the students are being hurt and shortchanged of their education.

Overall this is an excellent program. Finding, educating and certifying quality instructors is a big step in guaranteeing the best possible education for the vocational students of Massachusetts. This program more than adequately accomplishes that goal.

From a personal point of view. This program introduced me to the world of teaching and has successfully pointed me in the direction of an exciting new career. For that I am very grateful. Thank you.

It appeared to me that one instructor was using this class as part of his doctorate and a second who told us he did not want to be there because the class was too large, seemed to only care about getting thru the course no matter how many students were confused.

First of all I want to emphatically state these courses should be offered at a masters level for those having already earned a degree.

I want to single out 2 individuals who did an excellent job of instructing, teaching & supervising:

Mr. Ed Barry (Teaching Methods I and II) and Mr. Ed Traverso (Supervised Teaching)

I also want to state Mr. [X] (Management of the Vocational Environment)
did a poor job of meeting the course objectives and this course was also a total waste of my time. A nursing instructor does not need to take this course as there is (was) nothing relevant in the course content pertaining to the education of nursing students or the improvement of my skills as an instructor.

I was satisfied with the administration of the courses etc. by U. MA

As stated in my first paragraph, I feel very strongly these courses should be offered at a masters level for degree holding individuals.

The information that was used and given out during the courses was very useful. But I found that in needs to be updated. Some material was pre World War II.

I think more books or booklets should be more readily available for people taking fundamentals of Vocational Education because they are required for the Supervised Teaching course.

The process in which the courses are given to potential vocational teachers could be changed around. For example the Supervised Teaching should be moved up to if not the first course taken possibly the second. I found my first time as well as year teaching very difficult without any previous knowledge of teaching a class. If there was a supervised teaching course early on which pointers and helpful hints on managing a class properly it would have been of great benefit.

Also, I believe an "Adolescent Psychology" course would be quite advantageous and should be added to the course requirements.

Felt some of teachers were unrealistic to what is happening in classrooms today. Ideas were ideal but not very realistic.

I think the voc. teacher training program and approval process works very well.

Course materials need to be updated in some areas particularly teaching methods which should be an important course especially since most teachers will be going into an environment where there will be no assistance. One week intensive courses should not be used. It's a waste of time, and money, and the student does not retain as much.

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1. Work assigned was excessive

2. Too much material to be absorbed in too short a time.

3. Required outside activities was excessive and sometimes not related to this particular course. Trip to Curriculum Resource Center in Lexington would be more useful as part of curriculum development course.

I think the idea of teacher training is good. I also feel that it could be done in a different manner. Most instructors I had were very good and very helpful but made the student do most of their work. The student in most cases gave the lessons and demonstrations while the instructor observed. I feel there could be alot more discus-

sion about real classroom experiences and that the course times could be cut down. I understand that the student needs to do the work but couldn't that also be done in class where he or she could ask questions.

If you were to ask if these courses made me a better teacher I would have to say no. Experience in the classroom & shop have made me a better teacher.

I did learn some things from these courses but for the amount of time I spend working on them I can't say it was worth it. Yes I am glad I am finished with these courses. Now I can spend the extra time working on things that pertain to my shop and my students.

Overall the teacher training program is good. The only problem I had was much of the material was not covered in depth. The areas I felt to be important were curriculum development, developing lesson plans & how records should be kept. When I started the program I was not teaching and had never taught before. Half way through the Program I started teaching and at that point was given no direction from anyone as to how the curriculum or less plans needed to be set up. I was left on my own. When taking the curriculum course I expected to learn much more than was presented. I was very disappointed. The five courses may be sufficient enough to cover the material needed. After taking the training program one should be ready to teach but I feel it is not the case.

Unless the program was designed for existing teachers. It does not help the tradesperson in preparing them for the classroom.

The teachers I have worked with have been excellent. If I was to critique each instructor the courses & instructors would receive an A+. They have been very helpful and informative. Because of these instructors I plan on continuing my education with U. Mass.

Reviewing the laws governing vocational education were very interesting & important. CBVE makes a lot of sense on this educational level and with the quality of students we are receiving. Management course was interesting because of the interaction that took place between various instructors from many schools. The biggest benefit of the courses overall, was the opportunity to relate to other teachers across Mass.

I think it would be helpful for an instructor such as myself, who came into teaching right out of the trade to start the teacher training section right away and continue throughout the 3 years.

I enjoyed the practical exam taken at Franklin County Tech. Some of the technics were so good that I have implemented them at my school.

Some courses required a lot of work & time. This was a special hardship for me as I was running my electrical contracting business with 2 & 3 full time employees. Also at the same time I was taking my oc-ed courses I was teaching electrical related full time.

Thru some miracle I made it, and I am enjoying my teaching career at Gloucester High in the electrical shop.

Many thanks to all of you and especially my instructors.

With the exception of management of the Vocational Environment which John Avery adapted to the needs of the nursing instructors & made the course meaningful & constructive, the courses we took were almost totally irrelevant. The CBVE approach to teaching nursing is non applicable. Our students are post graduate & must pass a psycho-metric test at an above a percentile of 50 in order to enter this program. Their competancy must be maintained at a minimum 75% average in all courses, in order to graduate. There are no other options if the student fails.

Our students cannot follow instruction sheets to perform nursing tasks. They must perform them under the instructors guidance in the presence of the instructor. The cannot proceed to the next task without adequately performing the previous one. There can be no self checks. The instructor must check the student.

The terminology is cumbersome & unwielding- enabling objective, cognitive, affective & psychomotor domain etc. & to our program, irrelevant.

I found these courses useless for the most part. I would have appreciated constructive input on presentation, organization of material, how to write a meaningful lesson plan, constructive criticism of the video tape, etc.

I feel these courses served the system & not my needs as a nursing instructor. What a waste of valuable time & money!

Thank you for allowing me to state my views.